

FOLIO



THE UNIVERSITY OF ALBERTA STAFF BULLETIN

EDMONTON, ALBERTA

MARCH 27, 1975

SENATE

The University Senate met March 21, 1975. Most of the proceedings were concerned with the *Report on Academic Women* presented for debate by the Task Force on the Status of Women; hence, many agenda items were deferred to the May meeting of the Senate.

Part I, the summary, of the *Report on Academic Women* appears as a special insert in this issue of *Folio*. The complete report contains the summary plus Part II, which includes detailed responses to the questionnaire and the complete statistical study prepared by N. Mehra of the Office of Institutional Research and Planning. The complete report may be obtained from the Senate office, 5-8S Mechanical Engineering Building.

STATUS OF WOMEN

Members voted to receive the *Report on Academic Women* and to direct the Executive to forward the report and its recommendations to the various bodies/persons named (Board of Governors, President, Vice-President [Academic], Deans of Faculties, and Directors of Schools) for consideration and appropriate action.

Members also directed the Executive to consider for further study and appropriate action the Minority Report of the *Report on Academic Women*.

NATIVE EDUCATION

Since last November a subcommittee of the Senate's Academic Liaison Committee has worked to promote useful relationships between the Alberta Indian Education Centre and the University. The exchanges led to the following recommendations, which were approved by the Senate.

1. That the requests of the Alberta Indian Education Centre be recommended by Senate to the Administration of the University for their active and immediate consideration. The essential requests are as follows:
 - (a) an orientation program,
 - (b) advisory help including counselling and tutoring,
 - (c) a physical location where Native students can gather and meet each other;
2. That Senate create a task force to gather information about the situation of Natives in relation to The University of Alberta and



and other post-secondary institutions in northern Alberta. In particular it would attempt:

- (a) to discover more information about treaty and non-treaty Native students who are presently at The University of Alberta including number, origin, attitudes, and difficulties,
- (b) to determine the subsequent history of

Native graduates of The University of Alberta,

- (c) to gather information about what is done for Native students at other universities (The University of Calgary, for instance, appears to have a support network and a responsive program),
- (d) to discover the reasons for the apparent differences between the record of Alberta in

educating Native students at the University level and that of the comparable provinces, (e) to make recommendations.

HONORARY DEGREES: PRINCIPLES AND PROCEDURES

The following principles and procedures for the awarding of honorary degrees were revised and presented to Senate members for information. They will be debated in May at the next Senate meeting.

Preamble

The awarding of honorary degree is one of the University's major public functions. By its choice the University proclaims that it has found the recipient worthy to be admitted to the University on the basis of achievement for the common good. In so doing, the University also makes a public statement about its own fundamental values.

The Senate, in its role as the link between the public and the University, has a dual responsibility: first to the public that, in granting an honorary degree, recognition is given without prejudice; and second to the University, that the candidate will reflect favorably on the institution.

In all selections the Senate will focus upon the important contribution of the individual and, by so doing, reflect the broad interest and concern of the University for life and learning in the community and the world.

Principles Governing the Selection of Candidates for Honorary Degrees

1. Candidates for honorary degrees should be persons likely to receive wide acclaim when so honored.

2. Normally, one honorary degree will be conferred at any convocation.
3. The degrees are intended to honor individuals and their achievements.
4. All persons who have given distinguished public service should be kept in mind.
5. All fields of endeavor should be considered.
6. Current members of the Board of Governors and the University Senate, or members of the academic staff, will not normally be considered for honorary degrees.

Formal Procedures for Receiving and Dealing with Nominations

1. All nominations for honorary degrees are to be addressed (or forwarded) to the Secretary of the Committee on Honorary Degrees.
2. When nominations are received the Secretary will forward to the nominator a nomination sheet listing the information required for a complete nomination.
3. When the completed nomination has been returned, the Secretary will have sufficient copies made for distribution to the members of the honorary degrees committee.
4. The report of the committee will be presented to the Senate at a regular meeting.
5. The Senate empowers the Chancellor and President to select the persons to present the candidates and the person to give the Convocation Address.
6. These procedures do not preclude the nomination of honorary degree candidates by members of the committee.

NOMINATING COMMITTEE

B. Eisen and Mrs. P. Meekison have been appointed to vacancies on the Nominating Committee.

- 5.1 Proposed University legislation
- 5.2 Dean of Interdisciplinary Studies
- 5.3 Pharmacy Degree change of name: MHP to MPharm.
6. The Nominating Committee report.

Business deferred

7. Concordia Lutheran College: proposal for second-year university transfer program.
8. The General Faculties Council Universities Act Review Committee: proposed disbandment.
9. The Nominating Committee: election of Executive Committee nominee.

New business

10. The Faculty of Dentistry: proposal for expansion.
11. Use of citizenship status and residence in admissions policies in quota faculties: faculty comment.
12. General Faculties Council Ad Hoc Committee to Review Regulations Governing Withdrawal from a Course: report.
13. Definition of "mature student."
14. Policy governing unusual admission or readmission cases: letter from Dean of Arts.

For information

15. The General Faculties Council quorum.
16. Other business.

The
Stone
Owl



FOLIO

THE UNIVERSITY OF ALBERTA, EDMONTON, ALBERTA

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AGENDA FOR GENERAL FACULTIES COUNCIL MEETING

The following agenda has been received from Margaret Midgley, Secretary to General Faculties Council.

A meeting of General Faculties Council will be held Monday, March 31 at 2 p.m. in the Council Chamber, University Hall.

1. Approval of the agenda.
2. Approval of the minutes of February 24, 1975.
3. Question period.

Committee reports

4. Executive Committee report
 - 4.1 Executive minutes of February 14, 1975
 - 4.2 Executive minutes of March 3, 1975.
5. Report on matters referred to the Board of Governors:

REFLECTIONS ON A HOCKEY SERIES

On the Monday morning after the hockey series I heard a radio account. "The University of Alberta Golden Bears are the new Canadian Intercollegiate hockey champions," the voice intoned. "The Bears defeated the University of Toronto Varsity Blues 5-2 yesterday to take the best-of-three series two games to one." It was so matter-of-fact, so uneventfully related. It may as well have happened 10,000 miles from here.

Quickly I turned to another station, and I caught the beginning of the sports broadcast. The same beginning forced an uncomplimentary epithet from my mouth; but then the announcer went on about the series: went on to recount the fanaticism of the fans, the visceral thrills,

the tensions, the hopes, and the disappointments which left their mark on every person who participated in that hockey series. There was no doubt about it: this announcer had *been* there with the rest of us.

Any coach will tell you that having "home ice" is a great advantage, especially in a series like this. The University of Alberta Golden Bears had reached the finals by successively defeating the University of British Columbia Thunderbirds, Brandon University Bobcats, and Loyola University Warriors. With each series the size of the crowd grew (though it never was all that small—Varsity Arena has a stated capacity of about 2,700; the first series, with UBC Thunderbirds, averaged 2,500 a game, and never again was the crowd so small). Along with the increase in size was an increase in vocal support, which of course is a main advantage to home ice. The other important advantage is that home ice is familiar ice. Rink sizes are different, although proportions remain the same. Varsity Arena in Edmonton. The Blues would have this disadvantage.

The University of Toronto Varsity Blues and The University of Alberta Golden Bears are almost traditional rivals. Though they play in different divisions, they have met often in national finals, and Blues have always been the victors. Now, however, Bears had home ice, fanatical fan support, and a solid team.

Another note about fan support in this series: the unofficial hero of the Golden Bears' playoff series was organist Rick LeBlanc, who with his playing managed to focus the crowd's collective vocal chords on three or four songs or chants, the most popular of which was an adaptation of singer Elton John's "Bennie and the Jets." This particular piece was gradually adopted by the crowd as *the* Bears theme song. In its revised form it became "Barros and the Bears," so named after defenceman Ross Barros, whose glittering performances in each series was a source of inspiration to both players and fans.

Fan support was what made this final series so unique. It helped, of course, that the Toronto Blues were considered traditional rivals and it was a chance for the Golden Bears to begin evening the score. It also helped that there were some outstanding players on both sides, in addition to Barros, notably Kent Runhke of the Blues and Dale Henwood of the Golden Bears. But every Bear had his supporters, and banners decorated the walls of Varsity Arena attesting to the fact.

Tickets for the best-of-three series went on sale in four Edmonton locations on the Tuesday morning before the first game. All

were sold out within three hours, including more than 300 standing-room tickets. There were no reserved seats. On Friday (the day of the first game) doors were to open at 6:30 p.m. and the game was to start at eight. By six more than a hundred people were lined up; by seven an hour before the game, the arena was filled. By eight it was jammed.

The first game was touch-and-go for the first period and a half. Then the Golden Bears opened it up and never looked back. Goalie Henwood recorded a shut-out as Alberta defeated Toronto 5-0.

The next night by 6 p.m. 250 people were lined up waiting to get in. The arena was full by 6:45 and by eight even more jammed than the night before. The game itself was disappointing, even for the Blues, who won 3-2. Play was flat, passes were missed, the goals were lucky rather than skillful. There would have to be a third game, tickets for which would go on sale the next morning at ten.

On Sunday morning there was a line-up outside the Students' Union Building before 8 a.m. The game started at 2:30 p.m., and by 1:30 almost all seats were full.

This final game had generated a mood of enthusiasm and apprehension. By now the fans, most of whom had been on hand Friday and Saturday, had memorized the chorus to "Barros and the Bears," and every so often you could hear a faintly-whispered rehearsal: "we're number one." But at game-time no one knew who would be number one.

The game started badly for the Golden Bears. Less than a minute after it started the Blues scored. In other games this event would have muted the crowd and caused many to say, "well, that's it." But now, the fans began to shout "go Bears go!" There was no looking back.

The fan support was repaid a few minutes later as Bears scored to tie the game. Then Blues' Kent Runhke put Toronto ahead once more. Again, the fan support continued unabated, and "Barros and the Bears" seemed never more appropriate when Barros tied the score. In the second period the Golden Bears scored three more goals. "We're number one!" became more than a faintly-whispered rehearsal. The last period featured incredible Alberta defence. Toronto simply could not score. With 45 seconds left the fans began a countdown. By the time 20 seconds had been reached the countdown was lost in the general roar "we're number one! We're number one!" Twenty seconds later, the Golden Bears officially *were* number one.

Credit must be given where it is due. Both teams played well, and although there was some stiff checking there was none of the violence which in many leagues is becoming

increasingly familiar. The stature of the University of Toronto Blues made the series all that much more exciting (and the victory did nothing to disperse the traditional rivalry between Alberta and Toronto).

To an individual, the fans participated. The Golden Bears couldn't have doubted for a minute that the support was there. Rick LeBlanc's playing and Guba Bear's antics strengthened the solidarity which puts the lie to any cries of apathy around the Campus.

Perhaps you had to be there to appreciate it all, but even if you weren't, you can't help but be proud of the Alberta team—the Bears and the fans.

DCN

VISITORS

Recent visitors to the Department of Physics have been Peter M. Holtham, National Research Council of Canada, Ottawa; R.A. Wiggins, Department of Geophysics and Astronomy, University of British Columbia; R.K. Watts, Texas Instruments, Dallas; and S.D. Drell, Director, Stanford Linear Accelerator Corp., Stanford, California.

Alfred Esser, Department of Chemistry, California State University at Fullerton, conducted a seminar in the Department of Biochemistry.

R. Longton, University of Manitoba, conducted two seminars during his visit to the Department of Botany.

Tony Wasserman, Department of Electrical Engineering and Computer Sciences, University of California at Berkeley, spoke at a Colloquium in the Department of Computing Science.

Gerald Siegel, University of Manitoba, presented a two-day workshop on psycholinguistics and language disorders in the Division of Speech Pathology and Audiology of the School of Rehabilitation Medicine. The workshop was sponsored by the undergraduate students.

BOOKS

John King-Farlow, Professor of Philosophy, is co-editor with Yvon Lafrance, Professor agrégé, Faculté de Philosophie, Université de Ottawa, of a new volume *Philosophies de la Cité* in the series *L'Univers de la Philosophie*. The series is jointly published by Les Éditions Bellarmin de Montréal, and by the house of Desclée (Paris-Tournai).

PEOPLE

■ C.S. Bumbarger and E.W. Ratsoy of The Department of Educational Administration have completed a report for the Minister of Education entitled "Financing small schools and jurisdictions: an analysis and proposal for Alberta." This report examines operational costs per pupil in schools and school jurisdictions of varying sizes in the province, reviews the literature on grants to small schools and jurisdictions, and summarizes systems of funding such schools and jurisdictions. Problems associated with existing schemes are identified, and a financial plan for Alberta is outlined. The study was supported by a Department of Education research grant of \$9,838.

■ *The Canadian Review of Comparative Literature/Revue Canadienne de Littérature Comparée*, housed at The University of Alberta and edited by M.V. Dimic, Professor and Chairman of Comparative Literature, has been awarded a Canada Council grant of \$18,460.

■ Lawrence Miller, Assistant Professor of Drama and designer of Studio Theatre's forthcoming production of *Hotel Paradiso*, has had one of his designs selected for inclusion in a travelling exhibition organized by the United States International Theatre Institute. The exhibition opened at New York's Lincoln Centre and will represent the United States at the Prague Quadrennial later this year.

■ Margaret Steed, Associate Professor of Nursing and Director of Continuing Nursing Education, will deliver two papers related to continuing education at a workshop for the Order of Nurses of Quebec, to be held in Montreal.

■ Walter Jungkind, Professor of Art and Design, recently took the chair at the Executive Board meeting of the International Council of Graphic Design Associations (ICOGRADA) of which he is the current president. In this capacity he also visited design associations and institutions in The Hague, Dusseldorf, Zurich, Paris, and London.

■ Atken Armenian, a doctoral candidate in the Department of Educational Psychology, has been selected as an exchange graduate student to go to the USSR for one year. The Association of Universities and Colleges of Canada and the Department of External Affairs select eight students each year under the Canada/USSR Exchange Program.

■ Raymond J.S. Grant, Associate Professor of English, recently presented a paper at the annual conference of the Medieval Association of the Pacific at the University of Washington in Seattle.

■ Karol Krotki, Professor of Sociology, conducted seminars in the Department of Sociology and the Department of Population at the University of Michigan, Ann Arbor.

■ Gary D. Prideaux, Associate Professor of Linguistics, presented a public lecture in Ottawa sponsored jointly by the University of Ottawa and Carleton University.

NOTICES

TWO DISTINGUISHED SCIENTISTS TO VISIT

Reid A. Bryson, meteorologist and climatologist who has been director of the Institute for Environmental Studies at the University of Wisconsin since 1970, is to conduct the final session of the series presented by the Institute of Earth and Planetary Physics on "Our changing climate." It will take the form of an evening lecture instead of an afternoon seminar and will be held at 8 p.m. Friday, April 4 in TLB-2 Henry Marshall Tory Building under the title "The lessons of climatic history." It is being sponsored by the Alberta Geographical Society, the Canadian Meteorological Society (Alberta Centre), and the Department of Geography as well as the Institute. Professor Bryson's research interests include dynamic and palaeoclimatology, anthropology and geography, interdisciplinary environmental studies, and regional and global climate modification. It is expected he will comment on current climate trends both globally and in Alberta.

The following week will see a two-day visit by D.J. Rose, American scientist and consultant on energy and the environment. He will be giving "A review of U.S. energy policy" at a seminar to be held in 2-3 Mechanical Engineering Building April 8 at 3:30 p.m. A. Offenberger, Department of Electrical Engineering, is in charge of arrangements and may be contacted at 432-4097 for further information.

SHORT COURSES IN VISUAL ARTS

The Department of Extension is sponsoring short courses in printmaking, drawing, painting, ceramics, photography, and art history, all starting the week of April 14. Introductory and more advanced studies are offered; most classes are to be held in the evenings.

UNIVERSITY/CITY OF EDMONTON RESEARCH COMMITTEE

The University and City of Edmonton Research Committee (UCERC) met March 17 and decided to investigate the present status of impact studies of the Mill Woods land bank. Persons with information should contact D.B. Johnson, Associate Professor of Geography, 432-4154.

The committee also decided to sponsor a one-day symposium on "Noise pollution in an urban environment." To be held in mid-June, it would examine some of the technical,

(Continued after "Report")

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Other specifications: half-tones (100-line screen or less) are acceptable; no color or bleeds can be accepted. Deadline for submission of all copy is one week prior to publication (Thursday, 4 p.m.); positioning is at the discretion of the Editor.

Contact: David C. Norwood, 325 Assiniboia Hall, The University of Alberta; telephone 432-4991.

The Senate Task Force on the Status of Women

Report on Academic Women

The Senate of The University of Alberta is an investigative and advisory body whose members are drawn from both the University and the public and whose primary function under the Universities Act (1966) is "to enquire into any matter that might tend to enhance the usefulness of the university."

The Senate of the University of Alberta Task Force on the Status of Women

Task Force Members:

June Sheppard
Senate Member (Chairman)
Duncan Campbell
Professor, Department of Extension
(Vice-Chairman)
Dallas Cullen
Academic Staff
Morris Flewwelling
Senate Member
Glen Johnson
Senate Member
Judith Kirstein
Senate Secretary
Sally Merchant
Senate Member
Valerie A. Perry
Non-Academic Staff
Ruth Schachter
Academic Staff
Vernon R. Wishart
Senate Member
Nim Mehra (Research Director)
Office of Institutional Research and Planning
Neil Henry
Executive Officer of the Senate

Table of Contents

Part I

Task Force Members **1**
Section 1 Introduction **2**
Section 2 Conclusions and Recommendations **2**
Section 3 Survey of Attitudes **4**
Section 4 Statistical Enquiry **5**
Section 5 Interviews and Submissions **16**
Minority Report **20**
Bibliography **20**

Part II

Appendix 1 Academic Staff Questionnaire
and Results
Appendix 2 Complete Statistical Enquiry
Appendix 3 Analysis of Promotions
and Increments

Introduction

The Senate Task Force on the Status of Women, after more than one year' study, has concluded that discrimination against academic women on the basis of sex does exist at The University of Alberta.

The study follows others done at several Canadian universities and the findings and conclusions in this report reflect and reinforce those arrived at by other institutions. A selection of their conclusions follows.

In 1972 a report on the Status of Women at the University of British Columbia concluded:

that women at the University of British Columbia are a small proportion of the faculty, that they are paid less than men in every academic rank, that with the same qualifications as men women are in inferior ranks, that the work women staff members do is paid less than the work men staff members do, that women do not occupy supervisory and administrative positions on the staff in the same proportions as men, and that the University educates fewer women than men, and educates them less.

In that same year the Principal and Vice-Chancellor at Queen's University appointed a committee to study the status of women at Queen's and to make recommendations to him. The committee made the statement that the number of women in faculty positions was so small (7.7 percent) "that there is insufficient evidence to establish whether or not there is any pattern of discrimination."

In 1974 the University of Toronto established a committee to "investigate and make recommendations on salary anomalies relating to women faculty of the full-time academic staff." The committee reviewed the status of 271 full-time women faculty members. After comparing two male peers for each woman faculty member, one selected by the female staff member, the other by the department or divisional chairman, 19 percent of the women eligible for review received a salary adjustment. The average size of the award amounted to \$1,535.

In 1972, the President's Advisory Committee on Equal Rights for Women and Men was established at the University of Waterloo. Among its findings:

In 17 departments which have a total of 370 regular faculty positions, not a single woman holds one of them. Overall, 37 of the 699 full-time, regular faculty positions at the University of Waterloo are held by women. This is just over 5.3 percent.

By whatever criterion chosen, women, as a group, make less money than men as a group.

It is clear that women faculty members are much more likely to be part-time than male faculty members and that they are much more likely to be at the lowest rank, that of lecturer.

In 1973 the University Women's Club of Edmonton in a written submission to the Senate charged discrimination against women at The University of Alberta and made strong representations to this body to undertake a study of the subject. In response, the Senate at its May 1973 meeting moved to begin a study of the status of women and a Task Force was formed. The original mandate was "through public discussion and research to review the status and career patterns of women employees at The University of Alberta."

The study proceeded for a time along two lines—the study of both academic and non-academic women—as laid out in the original mandate. It became clear to the Task Force, however, that the complexity and the number of the job classifications in the non-academic field warranted a separate study of the status of women there. We also came to realize that the techniques adopted by the Task Force were entirely unsuitable to a study of non-academic women staff.

The Task Force wishes to emphasize that the non-academic

study was discontinued not because it was less important, but because it was too important.

A three-pronged approach was taken to the study of academic women. First, a questionnaire was distributed to all members of the academic staff to determine their perceptions of the status of women on campus. Second, a statistical study and analysis was carried out by the Office of Institutional Research and Planning. The third part consisted of personal interviews with any academic staff members—male or female—who wished to talk with an interviewing team.

Section 2

Conclusions and Recommendations

Conclusions

I General Conclusion

Women academics at this University are discriminated against on the basis of sex both individually and as a group.

II Attitudes of Academic Staff

A majority of the academic staff of this University believe:

(a) that there is preferential treatment for men in virtually all areas of academic life.

(b) that preferential treatment is most reflected at the point of entry to the academic system and in appointment to administrative positions.

(c) that there is no difference in ability or performance between men and women. The only perceived difference is in administrative aspirations.

III Statistical Enquiry

The findings of this study are in close proximity to the results reported in two other similar studies completed in Canada—one at the University of British Columbia and the other by Gideon Rosenbluth and R. H. Holmes, using data on academic salaries across universities and colleges in Canada.

A. Teaching Staff

I. Male-Female Salary Differential (Full Regression Model)

(a) A male faculty member, on the average, earns \$1,336 more than a female faculty member with the same characteristics. The term "characteristics" refers to age, number of years spent in the University, highest degree, contractual terms with the University, and faculty. This means that within the salary range of their ranks, female faculty members with the same characteristics are paid salary unequal to and lower than their male counterparts.

(b) The salary difference is in favor of males at all category levels except when the nature of contract is temporary ("temporary" means a 1 or 2 year contract) in which case a female earns \$1,192 more than a male.

(c) Associate Professorship appears to be financially the best rank level for a woman since the salary difference for this rank is the least as compared to those for other ranks.

(d) The maximum difference between the salaries of male and female faculty is at the sessional level, that is, a contract of duration less than one year. This is partly due to the fact that male sessionals are spread over all rank levels (presumably, the visiting male faculty are at higher rank levels) and women sessionals are mostly at the instructor rank level.

(e) The faculty with which a woman is associated affects her salary. Whereas a woman member in the Faculties of Dentistry and Medicine earns \$3,179 less than her male counterpart, in the Faculty of Education this difference drops

to a mere \$533 (Table 1/ Figure 1).

2. Male-Female Salary Differential (Rank Excluded)

(a) Rank is a very important characteristic. When rank is excluded and all other characteristics are the same, a male faculty member, on the average, earns \$2,661 more than a female faculty member. It means that on the average women with the same characteristics as men occupy relatively lower ranks than men (Table 2/ Figure 2). Faculty averages and percentages support this conclusion (Table 3).

(b) When rank is excluded and other characteristics are the same, the differential between male and female salaries is substantially increased in most category levels (e.g. highest degree held, term of contract, faculty). The only exception is in the sessional term of contract where the differential drops from \$3,182 when the rank is included, to a mere \$202 when rank is excluded as a salary-determining factor (Table 2).

3. Hiring Practices

Women are hired in relatively lower positions than men and they stay in these positions longer than men do (Table 3).

4. Educational Qualifications

The highest degree earned is an insignificant factor in a female faculty member's salary but is significantly related to a male faculty member's salary (Table 4). Women with the same degrees as men are, on the average, in lower ranks relative to men (Table 5a and 5b).

5. Age

Age is a highly relevant factor for a woman's salary (Table 4). Women are older and more experienced in most ranks (Tables 6a and 6b).

6. Tenure

Proportionately speaking, one and one-half times more men than women hold regular permanent positions. On the other hand, again in terms of percentages, twice as many women as men are on temporary or sessional contracts (Tables 7a and 7b).

7. Faculty

Women are represented in different proportions in different faculties. The Faculties of Agriculture, Business Administration and Commerce, Dentistry, Engineering, Law, and Science appear to be the male enclaves; women are somewhat better represented in the Faculties of Medicine and Pharmacy; in Arts and Education, which are traditionally considered women's fields, their representation is less than one-fifth; in Physical Education the male to female ratio is 3 to 1; Schools of Nursing, Household Economics, Library Science, and Rehabilitation Medicine appear to be the enclaves of women.

B. Administrative Professional Officers (APO)

1. The distribution of male and female Administrative Professional Officers with similar age, experience and educational backgrounds is significantly different across the five rank levels: whereas men APOs are spread over all the five levels, women are confined to the lower three levels only. There are no women APOs in the upper two rank levels—levels occupied by the high ranking professionals and administrators (Tables 10a and 10b).

2. Relative to men APOs women APOs not only occupy lower ranks, but their salaries are substantially lower in each of these ranks (Table 10c).

3. Women APOs are appointed at lower levels and they appear to remain at these levels. Male APOs appear to move through these levels after they accept their initial appointments (Table 10d).

C. Professional Librarians

In general, the pattern of results obtained for the Professional Librarians is similar to the one obtained for the Administrative Professional Officers. Women Professional Librarians are older and more experienced relative to men Professional Librarians at most rank levels. However, smaller proportions of women than

men are in the higher ranks, with no women at the highest rank for the Professional Librarians. On the other hand, the male-female salary differentials for the Professional Librarians are appreciably smaller at each level than the ones discovered for the teaching staff or APOs (Tables 11a, 11b and 11c).

D. Membership of Standing and ad hoc Committees

Examination of the membership statistics of the standing and ad hoc committees of the various bodies—General Faculties Council, the Senate, the Board of Governors, the Deans' Council, and the Office of the President of the University—demonstrates that women are conspicuously absent. It would appear from these statistics that participation of women in the decision-making processes at this University is at best only nominal.

IV Additional Conclusions

Although not subject to statistical verification, we feel that the following conclusions emerge from all aspects of the study.

1. Hiring practice is a substantial factor in discrimination against women academics.

2. The hiring process involves subjective evaluations on the part of those doing the hiring. In the case of women, these subjective attitudes are more likely to involve preconceptions about the woman's commitment and ability and about her bargaining position. This is likely to interact with a woman's real or imagined lack of bargaining power.

3. The success of the small number of senior women academics cannot be used to demonstrate absence of discrimination against women as a group.

Recommendations

The Task Force makes the following recommendations addressed in each case to what it believes is the appropriate body or officer of the University.

The Task Force recommends to the Board of Governors:

1. *that a policy statement against sex discrimination be adopted and printed in the Faculty Handbook, the Manual of Administrative Practices, the Administrative/Professional Officers' Regulations, and other such contractual and administrative manuals.*

2. *that instructions be issued to administrative officers of the University to investigate and bring forward proposals concerning more flexible and imaginative work patterns for both male and female staff including part-time and shared tenurable positions.*

3. *that sessional appointments which have been renewed three times or more be considered for reclassification as permanent positions requiring longer term contracts.*

4. *that a University-wide system of generous maternity benefits be established and funded through a permanent central contingency fund.*

5. *that The University of Alberta assume greater responsibility for expanded, subsidized day-care facilities on the campus.*

6. *that a professional, external study be authorized into the status and employment patterns of non-academic women employees of the University with special reference to the personnel classification system.*

The Task Force recommends to the President:

7. *that he establish a Review Committee to investigate and bring forward specific proposals for improving the status and numbers of women in all faculties and schools but particularly those in which women are now underrepresented.*

8. *that the Dean of Women's position be replaced by a Dean*

or Director of Women's Affairs, appointed at a senior level and responsible to the President with duties as follows:

- (a) to work with but not for the Review Committee in the previous recommendation;
- (b) to monitor, collate, and publish data;
- (c) to lobby for improvement in the status of women;
- (d) to be available as a resource person to women staff and students in matters of information and grievance.

The Task Force recommends to the Vice-President (Academic) 9. in fulfillment of recommendation (1) above that when academic staff vacancies occur the Vice-President (Academic) place the onus on Deans and Directors to justify when a woman is not hired, why this was the case. We recognize that a demand for parity is unrealistic since women do not constitute 50 percent of the graduates in any given discipline. It is therefore unrealistic to demand that women be immediately represented proportionally in any field.

10. that in his capacity as Chairman of the General Promotions Committee, the Vice-President (Academic) have that body carry out a systematic review to identify and rectify unjustifiable salary differences.

11. that his Office keep records as to the number of yearly appointments, the sex of appointees, and the number and sex of applicants for those appointments; and further that statistics of the numbers of men and women staff members, department by department, be published annually every fall in Folio.

The Task Force recommends that Deans of Faculties and Directors of Schools:

12. take positive action to encourage women students to enter and complete graduate work.

The Task Force recommends to General Faculties Council:

13. that every effort be made to increase female representation on all committees but especially where these are central decision-making bodies.

The Task Force recommends to the Senate:

14. that it request information on the status of recommendations (1) through (13) above by December 31, 1975.

15. that a study be undertaken by the Senate of both graduate and undergraduate women students at the University with special reference to:

- (a) counselling of students both inside and outside the University;
- (b) the numbers and academic standing of female as compared to male students on entry to, progress through, and graduation from the University;
- (c) comparison of drop-out rates for male and female students in each degree program.

Section 3

Survey of Attitudes

The attitude survey provides a picture of the general feeling on campus in which to place the results of both the statistical study and interviews. For this reason, we would like to discuss it first.

The questionnaire was mailed to all members of the

academic staff in mid-October 1973. It contained questions about the overall status of male and female staff members; questions about specific areas of treatment including hiring, awarding of merit increments, promotion, election to committees, and appointment to administrative positions; and questions about the professional orientations and abilities of male and female staff members. The questions were phrased in such a way that the people responding were not obliged to report that there was discrimination against women. For example, individuals were able to answer that they believe men were discriminated against, as well as that the sexes were treated equally.

Approximately 40 percent of those who received the questionnaire completed and returned it. Women were more likely to respond than men (70 percent and 37 percent, respectively). Furthermore, the women's response rate was differentially distributed. Women Professors and Associate Professors and Sessional Instructors were more likely to respond (70 percent, 69 percent and 75 percent, respectively) than were women Assistant Professors, Administrative Professional Officers and Professional Librarians (59 percent, 56 Percent, and 45 percent, respectively). The effect of this difference is that the women's responses to the questionnaire reflect the views of the women in the upper levels of the permanent teaching staff somewhat more than it reflects the views of those in the lower ranks.

A. Perceptions of Differences in Treatment

In essence, the questionnaire asked "Are men and women staff members treated differently?" The answer, in general, was "yes." A majority of the respondents (65 percent) believed that men have better status and treatment than women, and that women have to work harder than men to achieve equal academic recognition (60 percent). This difference in treatment occurs in all phases or aspects of academic life. A majority of the respondents believed that men are more likely to be hired (64 percent), more likely to be hired on a tenurable basis (58 percent), and more likely to be hired at a higher rank and/or salary (62 percent) than are comparable women. Furthermore, the majority believed that men are more likely to be elected to major department, faculty, or university committees (53 percent), and that men are more likely to be appointed to administrative positions (75 percent). One-half of the respondents (50 percent) also believed that men are more likely to be promoted than are comparable women. In only one area—the awarding of above normal merit increments—did a majority (51 percent) believe that men and women are treated equally.

Assessment of these responses, on the basis of relative percentages of persons who believe that men are favored, suggests the following conclusions. The most clearly perceived specific area of discrimination lies in appointment to administrative positions. This is followed by hiring issues and the amount of work required for academic recognition. Discrimination through election to decision-making committees and by promotion or salary increments within the ranks was seen to be less significant. *It would appear, therefore, that the respondents perceived that the differential treatment of men and women is most reflected at the point of entry to the academic system and at the upper levels when appointment to administrative positions becomes more likely, with some preferential treatment of men within the system.*

This description of the results of the questionnaire masks a very important point—the differing perceptions of men and women. In virtually all areas—overall status and treatment, the amount of work required for academic recognition, hiring policies, promotion through the ranks, and election to decision-making committees—at least 75 percent of the women perceived preferential treatment for men, compared to 60 percent or less of the men. The largest differences in

perception occur in the issues of the amount of work required for academic recognition (85 percent of the women believed men are favored, compared to 51 percent of the men), and promotion through the ranks (75 percent of the women believed men are favored, compared to 40 percent of the men).

Similar differences occur in the perceptions that men are more likely to be elected to decision-making committees (75 percent of the women, compared to 46 percent of the men), and that men are more likely to be hired on a tenurable basis (80 percent of the women, compared to 50 percent of the men). The answers to questions dealing with overall status, likelihood of being hired, and rank and/or salary at which the person is hired show differences of between 20 percent and 25 percent. A large difference occurs on the issue of awarding of above normal increments, but here only 55 percent of the women (compared to 26 percent of the men) saw preferential treatment for men. In only one area—appointment to administrative positions—was there no significant sex difference in the perception that men are favored (81 percent of the women and 72 percent of the men).

On the basis of these results, it can be concluded that a large majority of the women academic staff on this campus believe that there is preferential treatment for men in virtually all areas of academic life. We want to point out again that the women in the sample are not just those in the lower ranks—they include a large proportion of the women in the upper ranks—those who have been successful in the academic system.

B. Perceptions of Differences in Orientation and Performance

Is this differential treatment discrimination? It can be interpreted as such, because a majority of the respondents believed that, overall, men and women are equally competent (76 percent), and that they are equally effective teachers (81 percent), researchers (76 percent), and administrators (63 percent). Furthermore, a majority believed that men and women are equally teaching-oriented (61 percent) and equally research-oriented (55 percent). However, a majority also believed that men have higher administrative aspirations than women (60 percent); only about one-third believe that men and women have equal administrative aspirations. It should also be pointed out that a sizeable minority believed that women are more teaching-oriented than men (30 percent), and that men are more research-oriented than women (36 percent).

There were no sex differences in perceptions of male and female professional orientation or in perceptions of teaching effectiveness. That is, the men and women in our sample did not differ in the extent to which they believed that men and women are equally teaching-oriented and research-oriented, that men have higher administrative aspirations than women, and that men and women are equally effective teachers. There were sex differences in perceptions of research and administrative ability. Women were somewhat more likely than men to believe that women and men are equally effective as researchers (84 percent compared to 73 percent), and are equally competent as administrators (78 percent compared to 58 percent). While a majority of both sexes believed that, as a group, men and women are equally competent (74 percent of the women compared to 77 percent of the men), a small minority of each sex (13 percent) believed that their own sex was the more competent.

What can we conclude from these perceptions? *It seems that, in the view of the respondents, differential treatment of the sexes is not based on (or perhaps justified by) differences in orientation or ability in teaching and research, nor in administrative or overall ability or competence. The only sex difference the sample saw was in administrative aspirations.*

This area of administrative positions would appear to be crucial, for this was the area in which the largest percentage of the respondents believed that men were favored over women. Our respondents believed that, even though women have equal

administrative abilities, they do not aspire to, nor do they achieve, administrative positions.

C. Validity of Results

How valid are these results? In other words, how good was the questionnaire, and to what extent do the 40 percent who responded reflect the views of the 60 percent who did not respond?

People who responded to the questionnaire were able to provide individual comments on a sheet provided for that purpose. When these were examined, 8 percent contained remarks that were critical of the questionnaire. The Task Force recognizes that some of these criticisms are valid. For example, the questionnaire was simplistic in that it dealt with general aspects of a complex issue and did not include many points that may be relevant. Other criticisms seemed to us to be less valid. A number of people seemed to misinterpret the purpose of the questionnaire, and assumed that this was the way in which we planned to document discrimination. Others felt that the questionnaire was biased. Certainly, the topic is one which arouses bias and prejudice, but the questionnaire was as unbiased and objective as we could make it.

The second question can be answered only indirectly, by comparing the background characteristics of the sample with those of the campus as a whole. In most characteristics, the sample is representative, and can thus be assumed to reflect the general campus feeling. For example, 28.1 percent of the total female teaching staff are Associate Professors, compared to 28.6 percent of the female teaching staff in the sample. Similarly, 37.6 percent of the total male teaching staff are Associate Professors, compared to 37.3 percent of our sample. A final example should make the point. Of the women on staff, 25.9 percent are in the Faculty of Arts; in the sample, 25.8 percent are in the Faculty of Arts. We can thus conclude that the sample “looks like” the campus as a whole, and we can therefore conclude that their beliefs are representative of the campus as a whole.

However, as pointed out earlier, the sample does not “look like” the campus as a whole in one important respect—women responded in greater numbers than men, and those women in the upper levels of the academic ranks were somewhat more likely to respond than were women in the lower ranks.

Given this, we can conclude that the perception on campus, particularly among women, is that men are preferentially treated, and that this preferential treatment is not based on differences in ability or performance. These are the perceptions; what are the realities?

Section 4

Statistical Enquiry

This chapter presents results in a condensed form from a study recently completed for the Senate by Dr. Nim Mehra of the Office of Institutional Research and Planning, The University of Alberta. The study is in the nature of a statistical enquiry into the salary structure and career patterns of women academic employees at The University of Alberta. The chief purpose of this enquiry (as stated in its terms of reference) is to assess the influence of various factors—particularly that of sex—on salary levels, hiring practices and promotion policies as they affect the women academic employees vis-a-vis their male counterparts at this University.

Design for the study

The study uses the data available for virtually all regular full-

time academic employees at the University for the academic year 1973-74. Individuals falling into the following categories of employment were, however, excluded from the analysis of the data: (1) persons holding temporary appointments and remunerated from individual faculty members' research grants (for example, certain types of Post Doctoral Fellows and Research Associates); these academic employees are generally hired by individual faculty members and it is rather difficult to get into the specifics of their contracts; (2) persons on campus paid primarily out of funds over which the University administration has no control, for example, visiting and research scholars.

Collection of data

In addition to the basic annual salary, information was obtained on the variables of *sex, year of birth, years since appointment at The University of Alberta, rank at appointment, present rank, highest degree earned, term of contract, and field or faculty*. Information on the variables, *experience prior to joining The University of Alberta and individual merit*, though very relevant, could not be included in the study since virtually no data were available (for discussion, see p. 7).

In a few cases, where the employees concerned held either joint appointments in two faculties or were assigned partly teaching and partly administrative duties, they were assigned to the category from which a larger proportion of their emoluments was being drawn. The data were collected primarily from the President's Office. The reliability of the information collected was thoroughly and painstakingly checked and the confidentiality of the subjects was faithfully observed.

Methodology

Since the nature of the study was essentially statistical, as a first step the data were tabulated in the form of single variable frequency distributions, namely, frequencies and percentages of males and females falling under each variable category. At the second stage, cross-tables were obtained using the data for two or more variables, for example, the distribution of males with *tenure* over the variable *rank* against a similar distribution for females. The object of such tabulation was to detect and isolate areas in which male and female distributions were appreciably different. Finally, to assess the contribution of various factors on a person's salary, the model and techniques of multiple regression analysis were used.

Multiple regression analysis is a statistical technique used to study the relationship between a set of predictor variables (e.g. in this study, *rank degree*, etc.) and one or more dependent or criterion variables (e.g. the salary of an individual) while taking into account any interrelationships among the predictor variables.

Under this model the salary of an individual is assumed to be a linear combination of a number of components—corresponding to each of the predictor variables used in this study. The basic problem is that of determining “optimum” weights for these variables so as to explain the contribution of each to the criterion variable. These weights are simply the appropriate average values computed from the data. The estimated salary of an individual under this model is obtained by substituting in the regression equation the values of the predictor variables for that individual.

Accordingly, the salary S of a person is given by the sum

$$S = a + x + y + c + d + t + f + u,$$

where

- a is a constant component, estimated separately in this study for the population of men and women academics:
- x, y, c, d, t , and f also depend on sex, but in addition.
- x depends on the person's age,

y depends on the person's years since appointment (experience),

c depends on the person's present rank,

d depends on the person's highest degree earned,

t depends on the person's term of contract,

f depends on the person's faculty, and

u represents the contribution of other factors and “chance” or error component in the person's salary.

In the above regression model, all components depend linearly on the corresponding variables with the exception of the component x which appears as a linear combination of age and age squared. This was done following the model of a similar study at the University of British Columbia, where through statistical testing, it was discovered that a realistic regression model must include a linear as well as a square term in the variable of age. This is because, in general, salaries increase with increasing age until a point is reached where salaries begin to decline or level off with increasing age.

The results of the study are reported under four parts: A, B, and C deal with the analysis of the data for the academic staff and D lists membership and structure of standing and ad hoc committees. A summary of the conclusions of this report is contained in Section 2. A brief discussion on the usefulness of the methodology used in the study for the University administration is also included in the last section.

Results

The results given below are based on the analysis of records for a total of 1,780 academic staff members, of which 1,478 (83.04 percent) are males and 302 (16.96 percent) are females. In view of the different nature of job responsibilities, as well as the salary structures, the data for the teaching staff, the administrative and professional officers, and the professional librarians were analyzed separately. The corresponding results are discussed under appropriate headings.

A. Teaching Staff

Two regression equations were fitted to each of the male and female sections of the data. For the first equation all variables under study are included in the regression model and for the latter the variable *rank* is excluded. The interpretation of the results for these two regression models depends in part on the appropriate interpretation of the variable *rank*. If rank can be interpreted as a reasonable index of “merit,” then the first model with rank included provides a better picture of salary differences attributable to sex. If rank is really an index of “marketability,” or some combination of “marketability” and “merit,” then the first model will indicate the extent of salary differences due to sex after controlling for factors which make some people more marketable than others. These factors may include area of specialization, immobility, different perceptions of bargaining power, and a pure sex discrimination. On the other hand, rank itself may be affected by intentional or unintentional sex discrimination within the University, particularly at the time of initial hiring. In this case, the salary differentials due to the differential treatment of men and women by the University administration probably lie somewhere between the figures indicated by the first and second models.

1. Male-Female Salary Differential*: All Characteristics** Included

Table 1 presents at the top average annual salaries of a typical male and a typical female faculty member with the same

*Methodology used in arriving at these values is explained in detail in the main report.

**“Characteristics” henceforth refers to those used in this study.

characteristics as well as the difference (M-F) in their annual salaries. Under these values are shown the corresponding annual salary figures and the differential for each category level under the variables *highest degree*, *rank*, *term of contract*, and *faculty*. For example, values for males and females at the doctorate level under the variable *highest degree* represent the annual salaries of male and female faculty members with a doctoral degree (other characteristics considered in this study being the same). Values corresponding to other category levels can similarly be interpreted. A visual presentation of these values is shown in Table 1/ Figure 1.

The general conclusions that can be drawn from the results, e.g. Table 1, are that:

- (a) *A typical male faculty member, on the average, earns \$1,336 more than a typical female faculty member with the same characteristics. The term "characteristics" refers to age, number of years spent in the University, highest degree, contractual terms with the University, and faculty. This means that within the salary range of their ranks, female faculty members with the same characteristics are paid salary unequal to and lower than their male counterparts.*
- (b) *The salary differential is in favor of males at all category levels except that of temporary job level (1 and 2 year contracts) where a female, on the average, earns \$1,192 more than her male counterpart.*
- (c) *Associate Professorship appears to be financially the best rank level for a woman since the salary difference for this level is the minimum relative to other rank levels.*
- (d) *The maximum difference between the salaries of male and female faculty is at the sessional level, that is, a contract of duration less than one year. This is partly due to the fact that male sessionals are spread over all rank levels (presumably, the visiting male faculty are at higher rank levels) and women sessionals are mostly at the Instructor rank level.*
- (e) *The faculty with which a woman is associated makes a considerable difference to her salary. Whereas a woman in the Faculties of Dentistry and Medicine earns \$3,179 less than her male counterparts, in the Faculty of Education this difference drops to only \$533.*

2. Female-Male Salary Differential*: Rank Excluded

Table 2 presents results which correspond to those of Table 1, that is, the overall average annual salaries of male and female teaching staff as well as their average salaries for each category level under the variables. The only difference is that the variable *rank* as a salary determining factor has been dropped from the regression model. A graphic presentation of these values appears in Table 2/ Figure 2. It is illuminating to observe that when rank is excluded and the remaining variables are kept:

- (a) *a male faculty member, on the average, makes \$2,661 more than a female faculty member—an astonishing increase from a differential of \$1,336 when rank is included as a salary determining factor; it means that on the average, women with the same characteristics as men occupy relatively lower ranks than men;*
- (b) *the salary differential between male and female salaries at each component category level is increased by appreciable amounts (the only exception is at the sessional level where the differential drops from \$3,182 when the rank is included, to a mere \$202 when rank is excluded as a salary determining factor.*
- (c) *the maximum difference again is for the Faculties of Dentistry and Medicine where it exceeds \$5,000 in favor of males and the minimum for the Schools of Household Economics and Library Science, where it is less than \$500, although still in favor of males.*

It can be concluded from the above results that the difference

between the rank levels among male and female faculty members appears to be an important contributing factor to the lower earnings of females.

Faculty percentages also support the above conclusion (Table 3). Men and women are distributed differently through the ranks. Whereas 32 percent of male faculty members are Professors, 38 percent Associate Professors, and 25 percent Assistant Professors, only 12 percent of women faculty are Professors, 28 percent Associate Professors, and 33 percent Assistant Professors. On the other hand, 27 percent of women are Instructors relative to 6 percent of men in this category. In overall terms, 94 percent of all male faculty members are Professors, Associate Professors and Assistant Professors in comparison to 73 percent of female faculty occupying these positions.

Salaries for male and female teaching staff were also estimated by eliminating other variables, namely, the *highest degree*, *term of contract*, and *faculty*, one at a time, from the regression model. These results are given in Part II of the full report (Tables, 19, 20 and 21). It is enlightening to note that no other variable contributes to the male-female salary differential as much as the variable *rank*. In fact, the overall salary differential remains stable and is quite close to the one obtained in Table 1. This is also supported by the observation that there is no loss in the common variance (R^2) when any of the variables except *rank* is excluded from the model. This is not surprising since *rank* is highly interrelated to the variables *highest degree* and *tenure*, so that their contribution is already subsumed in the *rank* contribution.

Reliability of results. The reliability of the results presented in Tables 1 and 2 appears to be quite satisfactory. The squared multiple correlation coefficient R^2 in Table 1 explains .79 percent of the variation in male salaries and .89 percent for female salaries. In Table 2, these figures are .65 for males and .78 for females (R^2 is a measure of the proportion of common variance attributable to the predictor variables included in this study). These values, combined with the fact that the number of observations is very high, especially for males, suggest that the preceding results are highly reliable and that sex-related salary differences do exist at The University of Alberta.

Further analysis of these sex-related differences cannot be dealt with in this study. As mentioned earlier, information on the specific variables which may be contributory to the determination of "merit" or "marketability," such as quality of research, publication record, prior experience, administrative and thesis supervisory work, could not be included in this study due to the difficulty both of defining these variables precisely and collecting the relevant data. It seems quite reasonable, however, that a substantial contribution of these variables is already absorbed in the variable *rank* which is included in the full regression model for which results are given in Table 1. Earlier research in this area has shown that experience, merit, and rank are highly positively interrelated (Rosenbluth, 1967, p. 20). Malkiel and Malkiel (1973, p. 693), however, maintain that rank, merit, and experience are highly correlated within the individual groups of male and female employees. According to them, discrimination based on sex lies largely in assigning lower ranks to women with comparable characteristics. Taking this view, the second regression model, where *rank* as a variable has been excluded, would seem to give a better picture of the effect of sex-connected discriminatory practices and policies. Johnson and Stafford, in their recent article "The Earnings and Promotion of Women Faculty," suggest that these differences may be primarily generated by the market's reaction to voluntary choices by females with regard to lifetime labor force participation and on-the-job training (Johnson and Stafford, 1974, p. 888). For fuller answers to these questions further and more comprehensive work would be needed.

Table 1/Figure 1. Average faculty salary 1973-74 at each category level (full regression model)

Category level		Annual salary	Difference M-F
Annual average salary	M	\$ 19,463	
	F	\$ 18,127	\$ 1,336
Highest degree			
	M	\$ 19,789	
	F	\$ 18,390	\$ 1,399
	M	\$ 18,924	
	F	\$ 17,235	\$ 1,689
	M	\$ 19,286	
Masters and equivalent	F	\$ 17,859	\$ 1,427
	M	\$ 17,773	
Bachelor degrees	F	\$ 17,364	\$ 409
	M	\$ 18,105	
Others	F	\$ 17,296	\$ 809
	M		
Present rank			
	M	\$ 25,860	
	F	\$ 23,576	\$ 2,284
	M	\$ 18,735	
	F	\$ 17,846	\$ 889
	M	\$ 14,905	
Assistant Professor	F	\$ 13,756	\$ 1,149
	M	\$ 13,709	
Instructor and other	F	\$ 11,810	\$ 1,899
	M		
Term of contract			
	M	\$ 20,851	
	F	\$ 19,322	\$ 1,529
	M	\$ 15,426	
	F	\$ 14,795	\$ 631
	M	\$ 14,694	
Temporary	F	\$ 15,886	\$ -1,192
	M	\$ 18,049	
Sessional*	F	\$ 14,867	\$ 3,182
	M		
Faculty			
	M	\$ 19,772	
	F	\$ 18,458	\$ 1,314
	M	\$ 20,558	
	F	\$ 17,379	\$ 3,179
	M	\$ 18,657	
	F	\$ 16,881	\$ 1,776
	M	\$ 18,711	
	F	\$ 17,737	\$ 974
	M	\$ 19,365	
	F	\$ 18,832	\$ 533
	M	\$ 19,167	
	F	\$ 18,258	\$ 909
	M	\$ 19,642	
	F	\$ 18,976	\$ 666
R ²	M	.79	
	F	.89	

* Sessional refers to the sessional nature of the position and not the rank level.

Table 2/Figure 2. Average faculty salary 1973-74 overall and at each category level
(rank excluded)

		<i>Annual salary</i>	<i>Difference M-F</i>
Annual average salary	M	\$ 20,231	
	F	\$ 17,570	\$ 2,661
Highest degree Doctorate	M	\$ 20,903	
	F	\$ 18,365	\$ 2,538
Professional degrees	M	\$ 19,771	
	F	\$ 17,980	\$ 1,791
Masters and equivalent	M	\$ 19,493	
	F	\$ 16,274	\$ 3,219
Bachelor degrees	M	\$ 17,057	
	F	\$ 14,783	\$ 2,274
Others	M	\$ 18,191	
	F	\$ 14,888	\$ 3,303
Term of Contract			
Tenure	M	\$ 22,147	
	F	\$ 18,950	\$ 3,197
Probationary	M	\$ 16,596	
	F	\$ 14,922	\$ 1,674
Temporary	M	\$ 13,703	
	F	\$ 13,205	\$ 498
Sessional	M	\$ 11,831	
	F	\$ 11,629	\$ 202
Faculty			
Agriculture, Engineering, Science, and Graduate Studies	M	\$ 20,913	
	F	\$ 17,652	\$ 3,261
Dentistry and Medicine	M	\$ 22,090	
	F	\$ 16,644	\$ 5,446
Rehabilitation Medicine, Pharmacy, and Nursing	M	\$ 18,231	
	F	\$ 15,714	\$ 2,517
Arts and College Saint-Jean	M	\$ 18,860	
	F	\$ 17,362	\$ 1,498
Education and Physical Education	M	\$ 20,172	
	F	\$ 18,818	\$ 1,354
Household Economics and Library Science	M	\$ 18,900	
	F	\$ 18,464	\$ 436
Business Administration and Commerce, Law	M	\$ 20,615	
	F	\$ 18,179	\$ 2,436
R ²	M	.65	
	F	.78	

Table 3. Faculty averages and percentages 1973/74

Variable	Male	Female
Average salary	\$20,114.96	\$15,463.81
Average age	41.28 years	39.60 years
Average experience	8.19 years	6.32 years
Rank at appointment (in percent)		
Professor and administrator	2.7	0.4
Professor	4.6	1.8
Associate Professor	16.8	7.9
Assistant Professor	55.2	39.0
Instructors and others	20.8	50.9
	<u>100.0</u> percent	<u>100.0</u> percent
Present rank		
Professor and administrator	7.0	1.8
Professor	24.6	10.0
Associate Professor	37.6	28.1
Assistant Professor	25.1	33.3
Instructors and others	5.6	26.8
	<u>99.9</u> percent	<u>100.0</u> percent
Term of contract		
Tenure	73.3	52.6
Probationary	16.9	25.0
Temporary	3.4	6.1
Sessional	6.4	16.2
	<u>100.0</u> percent	<u>99.9</u> percent
Highest degree		
Doctorate	67.1	34.2
Professional degrees	5.4	3.1
Masters or equivalent	19.6	33.8
Bachelor degrees	4.1	16.2
No degree	2.5	7.0
Diploma or other	1.2	5.7
	<u>99.9</u> percent	<u>100.0</u> percent
Salary		
\$10,000 and under	4.1	12.3
\$10,001 - \$12,500	3.1	17.1
\$12,501 - \$15,000	12.0	21.5
\$15,001 - \$17,500	18.8	19.3
\$17,501 - \$20,000	15.6	13.6
\$20,001 - \$22,500	17.8	6.6
\$22,501 - \$25,000	7.9	5.7
\$25,001 - \$27,500	7.6	2.2
\$27,501 - \$30,000	6.8	1.8
\$30,001 and over	6.3	
	<u>100.0</u> percent	<u>100.0</u> percent

3. Hiring Practices

It appears from Table 3 that women as compared to men are hired in lower ranks and they stay in these ranks longer than men do. Whereas 79 percent of male faculty are hired at the Assistant Professor level and above, only 49 percent of female faculty are hired as such. On the other hand, 51 percent of women are hired as Instructors and 27 percent of them still occupy these positions, whereas 21 percent of men are hired as Instructors and only 6 percent are currently in these positions.

4. Educational Qualifications

The partial F-ratios presented in Table 4 were obtained to examine the pattern of significant predictor variables for male and female salaries after eliminating or adjusting for the interactional effect among these variables. *It is interesting to*

note that the highest degree earned is insignificantly related ($p < .05$) with a woman's salary. On the other hand, the age is a highly relevant variable (Figure 4, Table 6a). Again, the percentages presented under Figure 3 show that women with the same degrees as men are, on the average, in lower ranks relative to men. Men with PhD's are 35 percent Professors, 40 percent Associate Professors, 24 percent Assistant Professors and only 1 percent Instructors. Women holding PhD's are, however, distributed rather differently: 27 percent are Professors, 36 percent Associate Professors, 29 percent Assistant Professors, and 8 percent Instructors.

5. Age

It is apparent from Tables 6a and 6b that women are older and more experienced in most ranks. Fifty-five percent of male

Professors are under 50, compared with 37 percent of women; 73 percent of male Associate Professors are under 45, but only 56 percent of female Associate Professors are in this age category; and 61 percent of male Assistant Professors are under 35 compared to 50 percent of women in this category.

6. Tenure

Proportionately speaking, one and a half times more men than women have tenure. On the other hand, again in terms of percentages twice as many women as men are in temporary and sessional positions.

7. Faculty

In most faculties, female members occupy, on the average, lower ranks relative to male faculty members. Schools of Nursing, Household Economics, Library Science, and Rehabilitation Medicine appear to be enclaves for women, whereas Faculties of Engineering, Agriculture, Business Administration and Commerce, Law, Dentistry, and Science appear to be male enclaves. Women become slightly visible in the Faculties of Medicine and Pharmacy. In Arts and Education, which are traditionally considered women's fields, their representation relative to men is less than one-fifth. In

Physical Education, the male to female ratio is 3 to 1 (Table 9).

The faculty a women is in affects her salary. In Education, Household Economics, Library Science, and Arts, the difference between male and female salaries is much less than the difference in Science and Medical Sciences (F¹, F² and F³). The maximum salary differential is in the Faculties of Dentistry and Medicine. One needs caution interpreting the results for the Faculties of Business Administration and Law, since there are very few women in these faculties. It should be pointed out that the conclusions 3 to 7 present only statistical figures representing the state of facts; one should be careful in drawing any extended conclusions from these.

Discriminant Probabilities: An Alternative Direct Approach. In the preceding sections, the estimated salary differential at various levels between male and female academics (with the same characteristics) was used as a measure of possible bias against women in the hiring and promotion practices as well as general salary levels at The University of Alberta. As it appears, on the basis of available information and the factors considered, a certain measure of such bias does indeed exist. A natural question worth examining at this point is whether there is another alternative but simple and direct way of measuring the extent of such a bias, if it exists, and if the results would be supportive of those obtained earlier using multiple regression analysis. It is shown in Part II, appendix 2 that one such way to achieve this is in probabilistic terms by computing what can be called "discriminant probabilities." It seems to us that discriminant probabilities provide a simple but useful tool for answering such questions directly.

Table 8 gives estimated discriminant probabilities at various salary levels for the group of all full Professors (C¹), with tenure (T¹), and doctoral degrees (D¹). The formula used in estimating the discriminant probabilities listed under Table 8 is explained in the comprehensive report.

It is clear from Table 8 that the probability of a male to be at a given high salary level is much greater than the probability of a female with the same characteristics to be at the same level, and the probability differential, that is, the discriminant probability, increases in favor of men with the increase in salary level.

Table 4. Partial F-ratios

(full regression model)

	Male	Female
Age	9.715	19.437
Age squared	(2.900)	14.866
Experience	46.875	26.084
Degree	3.231	(0.843)
Rank	277.35	62.845
Tenure	35.306	9.253
Faculty	7.866	4.216

All values except those in italics are significant at least 5 percent level.

Figure 3. Distribution by rank of men and women faculty with doctor's and master's degrees

Degree and rank

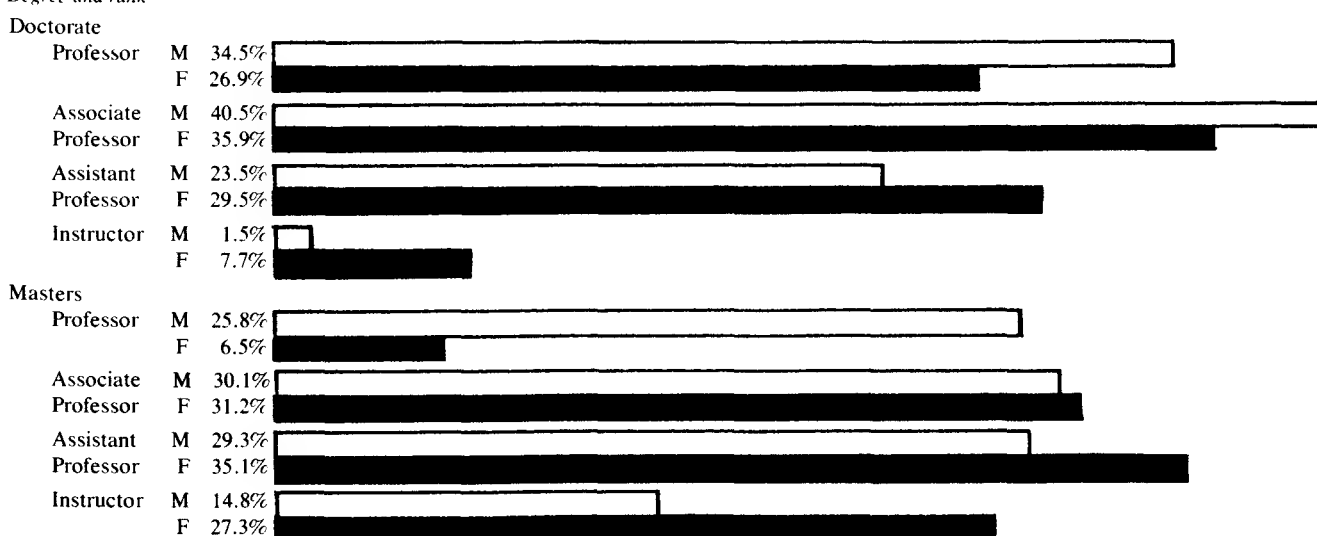


Figure 4. Comparison of age and salary for women and men faculty

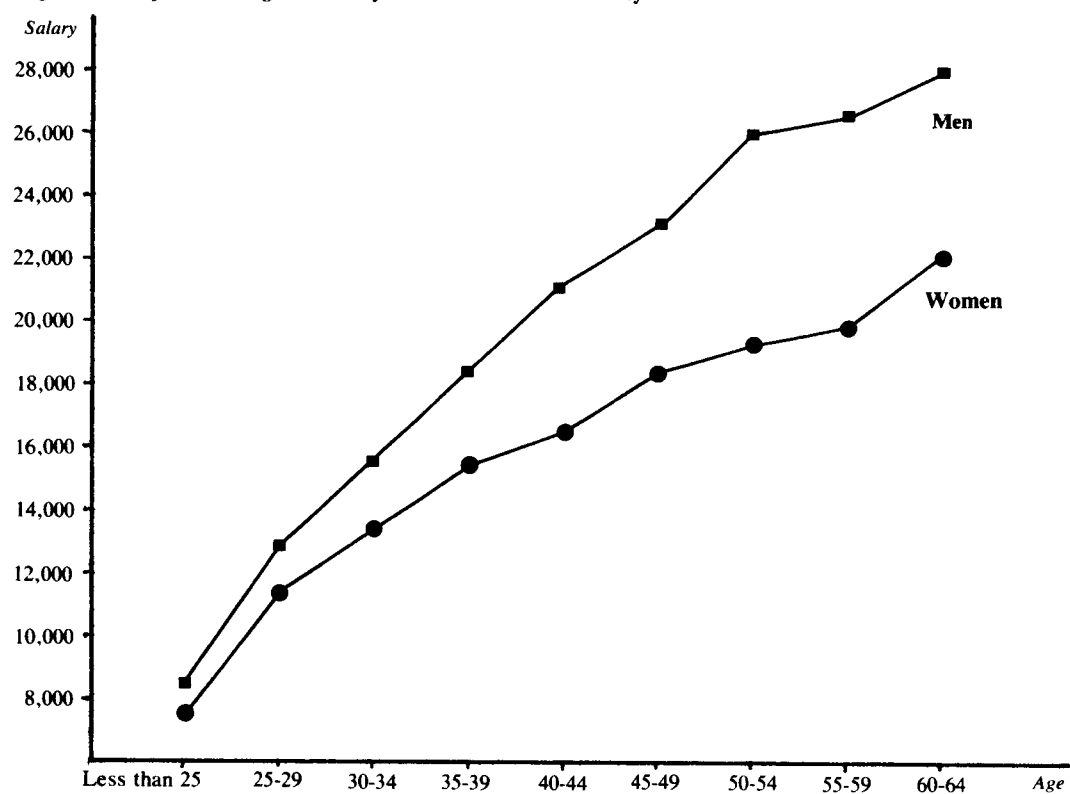


Table 5a. Women faculty by rank and highest degree

Degree	Professor	Associate Professor	Assistant Professor	Instructor and others	Total	Percent
Doctorate	21	28	23	6	78	34.2
Professional	1	2	4	0	7	3.1
Master	5	24	27	21	77	33.8
Bachelor	0	4	11	22	37	16.2
Diploma or no degree	0	6	11	12	29	12.7
					<u>228</u>	<u>100.0 percent</u>

Table 5b. Men faculty by rank and highest degree

Degree	Professor	Associate Professor	Assistant Professor	Instructor and others	Total	Percent
Doctorate	302	355	206	13	876	67.1
Professional	27	32	9	2	70	5.4
Master	66	77	75	38	256	19.6
Bachelor	10	12	21	11	54	4.1
Diploma or no degree	8	15	17	9	49	3.7
					<u>1,305</u>	<u>99.9 percent</u>

Table 6a. Average age by sex and rank

	Professor	Associate Professor	Assistant Professor	Instructor and others	Average age all ranks
Men's ages (years)	48.59	40.79	34.13	34.07	41.20
Percent	31.6	37.6	25.1	5.6	99.99 percent
Women's ages (years)	51.92	43.08	36.72	33.14	39.34
Percent	11.8	28.1	33.3	26.8	100.0 percent
Difference	3.33*	2.29*	2.59*	.93	1.86

* Asterisks indicate that women are older than men.

Table 6b. Average experience by sex and rank

	Professor	Associate Professor	Assistant Professor	Instructor and others	Average experience, all ranks
Men's experience (years)	13.33	7.42	4.00	2.03	8.14
Percent	31.6	37.6	25.1	5.6	99.9 percent
Women's experience (years)	14.69	7.41	5.08	2.46	6.32
Percent	11.8	28.1	33.3	26.8	100.00 percent
	1.36*		1.08*	.43*	1.87 percent

* Asterisks indicate that women are more experienced than men.

Table 7a. Women faculty by rank and term of appointment

Term of contract	Professor	Associate Professor	Assistant Professor	Instructor and others	Total	Percent
Tenure	25	49	39	7	122	52.6
Probationary		11	29	17	57	25.0
Temporary	1	4	2	7	14	6.1
Sessional	1		6	30	37	16.2
Total	27	64	76	61	228	99.9 * percent
Percent of all women	11.8	28.1	33.3	26.8	100.0	
Percent of all faculty in this rank	6.13	11.53	18.81	45.52	14.87*	

* Women are 14.87 percent of all the faculty members at The University of Alberta.

Table 7b. Men faculty by rank and term of appointment

Term of contract	Professor	Associate Professor	Assistant Professor	Instructor & others	Total	Percent
Tenure	383	426	143	4	956	73.3
Probationary	18	44	150	8	220	16.9
Temporary	6	13	14	12	45	3.4
Sessional	6	8	21	49	84	6.4
Total	413	491	328	73	1,305	100.0* percent
Percent of all men	31.6	37.6	25.1	5.6	100.0	
Percent of all faculty in this rank	26.9	32.0	21.4	4.8	85.12*	

* Men are 85.12 percent of all the faculty members at The University of Alberta.

Table 8. Probability of male and female tenured professors with doctorate at different salary levels

Salary level	Professors with D.T.		Number in the sample in the salary group		Probability in the salary group		Discriminant probability
	M	F	M	F	M	F	
\$20,001 to 22,500	24	3	232	15	.10	.01	.09
22,501 to 25,000	63	11	103	13	.54	.09	.45
25,001 to 27,500	73	3	99	5	.70	.03	.67
27,501 to 30,000*	67	4	89	4	.68	.02	.66
30,001 to 32,500	35		46				
32,501 to 35,000	10		17				
35,001 and more	7		19				
TOTAL	279	21					

* The last four categories were combined for computation purposes.

Table 9. Distribution of male and female teaching staff by faculty

	<i>Male</i>		<i>Female</i>		
	<i>Number</i>	<i>Percent of total male staff</i>	<i>Number</i>	<i>Percent of total female staff</i>	<i>As percent of total faculty staff</i>
Faculty					
Agriculture	73	5.6	4	1.8	5.19
Arts	332	25.4	59	25.9	15.08
Business Administration and Commerce	57	4.4	4	1.8	6.55
Dentistry and Dental Hygiene	31	2.4	8	3.5	20.51
Education	139	10.7	30	13.2	17.75
Engineering	92	7.0			
Graduate Studies	3	0.2			
Household Economics	4	0.3	21	9.2	84.00
Law	21	1.6	2	0.9	9.52
Library Science	3	0.2	7	3.1	70.00
Medicine	150	11.5	19	8.3	11.24
Nursing	2	0.2	28	12.3	93.33
Pharmacy	18	1.4	3	1.3	14.28
Physical Education	35	2.7	13	5.7	27.08
Rehabilitation Medicine	8	0.6	8	3.5	50.00
Collège Saint-Jean	14	1.1	5	2.2	26.31
Science	288	22.1	15	6.6	4.95
Joint appointments	35	2.7	2	0.8	5.40
Total	1305	100.1	229	100.1	14.87

Table 10a. Women APOs by classification, age, experience, and salary

<i>Classification</i>	<i>Number</i>	<i>Percent</i>	<i>Average age (years)</i>	<i>Average experience (years)</i>	<i>Salary</i>
I	11	40.7	36.55	6.82	\$11,697.54
II	9	33.3	49.67	9.56	\$14,350.33
III	3	11.1	47.33	5.00	\$16,030.66
IV					
V					
*General administration	4	14.8	45.75	4.50	\$18,588.25
	27	99.9 percent			
Overall average			43.48 years	7.18 years	\$14,080.11

Table 10b. Men APOs by classification, age, experience, and salary

<i>Classification</i>	<i>Number</i>	<i>Percent</i>	<i>Average age (years)</i>	<i>Average experience (years)</i>	<i>Salary</i>
I	40	26.7	37.52	4.20	\$12,957.65
II	43	28.7	40.14	4.93	\$15,256.77
III	35	23.3	40.66	4.77	\$17,581.83
IV	12	8.0	44.08	8.00	\$21,350.58
V	6	4.0	54.50	15.17	\$25,704.50
*General administration	14	9.3	47.00	6.93	\$21,601.21
	150	100.0 percent			
Overall averages			41.09 years	5.53 years	\$16,683.74

* Personnel with miscellaneous administrative and supervisory responsibilities are placed in this category.

Table 10c. Average salary difference at each category level

<i>Sex</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>	<i>General administration</i>	<i>Overall average</i>
Men	\$12,958	15,257	17,582	21,351	25,705	21,601	16,684
Women	\$11,698	14,350	16,031			18,588	14,084
*(M-F)	\$ 1,260	907	1,551			3,013	2,600

*(M-F) — Average salary difference

B. Administrative Professional Officers

Administrative Professional Officer is a relatively new employment category established at The University of Alberta. This employment category was created in March of 1970 for the "efficient operation of offices and departments" at the University and encompasses positions with varied job responsibilities requiring personnel with diverse educational and professional qualifications and training, such as engineers, accountants, personnel officers, computer specialists, institutional researchers, curators, etc. These personnel are employed both in teaching and non-teaching departments. In the former, they provide services which are essentially of an administrative nature, that is, services which assist a department in the performance of its teaching and research duties, but they themselves are generally not directly involved in such teaching and research duties. In non-teaching departments, they perform duties which are of professional/consulting and supervisory/managerial type. The minimum qualifications required for an officer's position is a degree from a recognized university. Exceptions are made, however, in case of individuals with a great deal of specialized professional experience in a field. There are five job classification corresponding to the nature and degree of responsibility involved. Classification I involves the lowest degree of responsibility and Classification V the highest.

Results

Analysis for the Administrative Professional Officers is based on 177 records—150 (84.75 percent) for males and 27 (15.25 percent) for females. In Tables 10a and 10b are presented percentages of male and female APOs distributed across the five classification levels along with their mean ages and mean experience for each classification level. Table 10c shows the average difference between the salaries of male and female APOs for five levels. In Table 10d are shown the distributions of APOs across the five levels according to their initial appointments and according to the levels at which they hold their current positions.

Conclusions

1. Women APOs relative to men APOs are, on the average, older and more experienced. Their educational background does not appear to be appreciably different from that of their male counterparts. They are, however, concentrated at the lower rungs of the ladder in greater percentages; there are no women APOs at the fourth and fifth levels—levels supposedly meant for high ranking professionals and administrators (Tables 10a and 10b).

2. Women APOs are not only in lower positions; they are paid substantially less in comparison to men APOs at each salary level (Table 10c).

3. Women APOs start in the lower positions and they stay in these positions longer (Table 10d). It is apparent that men APOs have moved up through the various levels since they accepted their initial appointments, whereas women have not made much headway.

C. Professional Librarians

Results

Analysis for the Professional Librarians is based on a total of 70 records—23 (32.9 percent) for males and 47 (67.1 percent) for females. Professional Librarians, like Administrative Professional Officers, also have five rank levels, each corresponding to the nature and degree of job responsibility involved—rank I starting with minimum responsibility ranging through the maximum at rank V. Tables 11a and 11b show distributions of male and female Professional Librarians across the five steps along with their mean ages and years of experience for each rank level. In Table 11c there appear average salaries for male and female Professional Librarians as well as differences in their salaries for the five rank levels.

Conclusions

In general, the pattern of results for the Professional Librarians is quite similar to the results obtained for the Administrative Professional Officers. Female Professional Librarians relative to male Professional Librarians are older and more experienced at most rank levels. It also seems fair to assume that professional training required of males and females would be more or less the same. However, smaller proportions of women than men are in the higher ranks and there are no women at rank level V—the highest rank level for the Professional Librarians. On the other hand, the salary differences for each rank level for male and female librarians are appreciably less than the salary differences found for the male and female teaching staff or the male and female Administrative Professional Officers.

D. Membership of Standing and ad hoc Committees (of The University of Alberta)

The data on the membership of standing and ad hoc committees of various bodies, namely, the General Faculties Council, the Senate, the Board of Governors, the Deans' Council, and the Office of the President of The University of Alberta, were obtained through their respective offices. These committees are charged with the duties of examining, analysing, discussing and debating all important matters affecting various communities within as well as outside the University. They also make recommendations on the basis of which vital decisions regarding university policies and their operations are taken. It appears from these committee membership statistics that women's participation in the decision-making processes at this University is only nominal.

It is interesting to note that the committees on which women are under-represented are the influential ones—e.g., the Executive, Academic Development, Campus Development, Tenure Appeals, and both Promotions and Salaries Appeals committees. In fact, there were *no* women on these committees in 1973-74. On the other hand, women were noticeably over-represented on only two committees, namely, Stress Within the University, and Housing and Food Service. (Please refer to Table 18a, Part II, appendix 2.)

Women were also under-represented on the President's Standing Committees. Of 18 such committees, 12 had no female members and the remaining 6 had only one. In other words, only 6 of the 159 members of the President's Committees were female.

Similarly, only two of the 16 members of the Board of Governors were women. The Senate, on the other hand, had 15 female members of a total of 55.

Table 10d. APOs first and current appointments, by sex

Level of responsibility	First appointment Percent		Current appointments Percent	
	M	F	M	F
APO I	38.0	40.7	26.7	40.7
II	26.7	18.5	28.7	33.3
III	12.0	3.7	23.3	11.1
IV	5.3		8.0	
V	.7		4.0	
General Administration	12.0	14.8	9.3	14.8

Table 11a. Women Professional Librarians by rank, age, experience, and salary
(N = 47)

<i>Classification</i>	<i>Number</i>	<i>Percent</i>	<i>Average Age (years)</i>	<i>Average Experience (years)</i>	<i>Average salary</i>
I	29	61.7	33.45	4.21	\$11,789.48
II	12	25.5	46.92	10.98	\$13,713.50
III-V*	6	12.7	55.17	16.83	\$14,318.83
	<u>47</u>	<u>99.9</u>			
Overall average			39.66	7.32	\$12,603.61

Table 11b. Men Professional Librarians by rank, age, experience, and salary
(N = 23)

<i>Classification</i>	<i>Number</i>	<i>Percent</i>	<i>Average Age (years)</i>	<i>Average Experience (years)</i>	<i>Average salary</i>
I	13	56.5	38.85	5.15	\$11,924.00
II	4	17.4	39.50	5.00	\$13,419.75
III-V*	6	26.1	44.00	9.00	\$16,251.50
	<u>23</u>	<u>100.0</u>			
Overall average			39.17	6.12	\$13,313.04

*Categories III, IV and V are combined because of small numbers and to protect confidentiality. No women were in category V.

Table 11c. Average salary difference in male and female Professional Librarians at each rank level
(N = 70)

<i>Sex</i>	<i>Classification</i>			
	<i>I</i>	<i>II</i>	<i>III-V</i>	<i>Overall</i>
Male	\$11,924.00	\$13,419.75	\$16,251.50	\$13,313.04
Female	<u>\$11,789.48</u>	<u>\$13,713.50</u>	<u>\$14,318.83</u>	<u>\$12,603.61</u>
(M-F)				
Average salary difference	\$ 134.52	\$ -293.75	\$ 1,932.67	\$ 709.43

Usefulness of the Study

These present findings should be of value to decision makers in examining and evaluating analytically the current policies and practices concerning salary levels, hiring, promotion, and contractual terms of female academics relative to males and arriving at decisions based on objective studies of the various aspects of this problem area rather than on the basis of group pressures, emotionalism, or personal biases.

Section 5

Interviews and Submissions

Introduction

The Task Force members recognized from the start that they were dealing with a delicate issue which impinges upon the personal as well as the professional lives of many people. This recognition required that their findings be solidly based on

statistically verifiable facts. For the same reason, however, the Task Force also agreed that the essential but impersonal facts of the statistical enquiry were not sufficient. To them must be added some description of the complex actuality of personal experience. The substantial number of personal interviews conducted and the written submissions received by the Task Force were our answer to this need; the following section is based, with as much objectivity as possible, on that intentionally subjective material. Those passages in which we have tried to draw our own perceptions together are printed in italics.

We did not intend to listen to grievances against individuals who were not there to defend themselves nor, generally speaking, were we asked to do so. Insofar as we could, we have eliminated material which seemed to have overtones of personal vendetta or distortion based on personal problems, rather than discriminatory or unfair treatment. In addition, our pursuit of a broad spectrum of experience has led us to interviews with a number of Deans and Directors and with several women who have reached the highest academic level. Finally, we did not attempt to use a sophisticated, interviewing technique; we simply came to listen.

The women who talked to us had strong feelings about their status, the treatment they received, and the quality of their participation in university life. Several of them evidently

found even the discussion of their situations a difficult emotional experience.

We were also struck by the amount of fear and worry exhibited over the matter of strict confidentiality. Some of these feelings were openly stated; others were expressed through nervous behavior. It was apparent that many of the women came to the interviews concerned that their participation might somehow be held against them by their colleagues. We would not have considered one or two examples of this significant enough for inclusion in the report. In our opinion, however, the repeated expression of such emotions by mature and well-qualified academic women says something adverse that cannot be ignored about the climate of the University as a whole and the attitudes held, perhaps unconsciously, by their male colleagues and superiors.

The Hiring and Promotion Process

What the statistical data has indicated, in general, is discriminatory treatment too widespread and significant to be ignored. This statistically measurable situation involves salaries, numbers of appointments, and the place of women in the university administration. By way of further introduction to this section of the report, we feel that some initial explanation is necessary of the process by which this can occur.

If women are at a financial disadvantage because of their sex, then this must be due to action taken at the time of first appointment (in the decisions about whether a temporary or tenurable appointment is made, and about the salary level at which the appointment is made) and later, in the advantage of merit increments or promotions. There is no positive indication in our central statistical data (Section IV) which shows which of these factors is the most important to each of the three categories of academic women, whether teaching, administrative or librarian. On the basis of our interviews, however, it is possible to make some tentative generalizations: women Administrative and Professional Officers and Professional Librarians may be subject to discriminatory treatment at both stages in the appointment/promotion process; women teaching staff seem to be particularly vulnerable at the time of appointment. We could find no evidence, once they have entered the tenured staff stream, that they are discriminated against in subsequent promotions or merit increments. In fact, additional information on the history of promotions and salaries for the past five years supplied to us by the President's Office indicates that the average number of merit increments per person have actually favored women staff members to a limited degree (see Part II, appendix III). It should be noted, however, that the level of first appointment has a continuing effect as the size of the increments is tied to rank.

Discrimination may also occur in the refusal or failure to appoint women at all. Because the number and type of applications are not recorded, however, we can only refer to the few women on staff in particular areas in relation both to the general population and to the university population.

Professional Commitment

Certain conscious or unconscious attitudes on the part of their male colleagues appear to prevent or deter many women academics from making a contribution either to the degree or in the numbers that they could; when this happens the University limits itself in the pursuit of intellectual excellence.

Many of the women who approached us have experienced an unquestioned assumption that a deeply serious professional commitment is somehow not "natural" for women, that their profession is at best a temporary interest.

Another apparently unexamined assumption is that intellectual excellence and important academic contribution can be identified only with what is still a predominantly male circumstance in life: the freedom to commit two-thirds or more

of one's life to one's profession by virtue of having only a secondary responsibility or no responsibility for the care of home and family. This attitude would obviously affect any women academic with a family. To a number of these women it also appeared to have been a crucial factor at the time of first appointment—both in the kind and level of appointment made.

Considerable bitterness was expressed by women who felt they had been appointed at lower ranks because of assumptions based on their personal circumstances rather than on qualifications such as academic excellence, potential contribution to the University community, and professional commitment.

The assumption that academic excellence is only possible through a full-time involvement by an individual who has no other responsibilities of any significance would make impossible a fair and objective assessment of the capabilities and potential of many women.

To the extent that such attitudes are held by a sizable number of those in decision-making administrative positions, attempts at more flexible working patterns or more equitable treatment on the basis of qualifications and talent are less likely. Rather, these assumptions would seem to increase the likelihood of unfair classifying of "a group" rather than unbiased judgment of the individual as an individual.

Another perception which was evident in the questionnaire and which several academic women have stated personally is that they have to be somewhat "better" than their male counterparts in order to be hired at the same level and to work harder to maintain the same rate of promotion. This perception is shared equally by recent appointees and by women whose academic achievements have placed them at the forefront of their profession. The corollary, of course, is the tolerance of mediocrity which they felt to be substantially higher for men than women.

A senior academic woman said, "It's very hard for a woman with just a master's degree to move along. I can think of just one who has gone far, but I can think of some men who have done this. It's harder for women to get into the game and hard to get started. A woman has to be better than a man to get started at the same level."

Another senior academic woman in an overwhelmingly male faculty said, "Women have to work harder to get to the same place, constantly having to prove themselves despite having equal qualifications. I feel I have had to work harder."

Sessionals

The status of the sessional instructor at The University of Alberta was a subject raised many times in the interviews with academic staff members, although it was not always related, in a direct way, to the question of discrimination on the basis of sex. We were told by several women that the disadvantages in the employment conditions of sessionals are suffered by both sexes. What matters for this report, however, is that proportionately, twice as many women as men are in sessional positions.

The Task Force members were told on several occasions that sessional teaching loads are often very high and that sessionals are, in many cases, expected to carry on research and publishing as well, especially if they have any hope of tenurable appointments.

One woman academic who has been on sessional appointment for more than ten years is frequently asked to fill in for others in upper level courses, teaches a full-course load, including many junior courses which cover a broad range of subjects, and has very large classes. She finds that the uncertainty of her situation "saps my drive" and that the financial necessity to work elsewhere during the summer means that she must fit any research, reading, and preparation work

for current classes into the eight-month period. She does not, as a sessional, have the right to order books, attend conferences at departmental expense, suggest program changes, attend faculty committee meetings, or have sabbatical leave.

Another woman who has been on sessional appointment for more than five years told us, "I do most of the work of a tenured full-time professor. I have no pension, no travel allowance, no group insurance plan nor any fee remission for taking extra courses. I am discouraged from attending department meetings and not allowed to vote if I do. And you are told from year to year whether you have a job."

We heard frequent complaints from sessionals about the eleventh-hour notices they received. One woman academic, in a written submission, said, "In ten years at The University of Alberta I have never received an official letter or contract of appointment until late in the summer, and usually after I had begun to work in September."

We were told of the experience of another woman who was hired as a sessional for one term teaching three subjects at a salary of \$7,500. She applied for the same position next term but was told one class had been dropped. "Out of desperation" she accepted the two classes and a salary cut of \$2,500. She later learned that the third class had not been dropped. The next term, after being told there were no permanent positions available, she again applied as a sessional and received notice in July that the sessional positions were filled. In mid-August, however, she received a sessional offer at the same salary as for the previous term. This she refused because, as she told us, "it was obvious to me that the department wished to use me as an extra to pick up the overflow of students. There is no hope of permanent or even full sessional employment and I can't meet financial commitments on what I gross yearly. I might add that the department hired its own graduate students for permanent and sessional positions (male for the permanent)."

According to our interviews, it is frequently assumed that women on campus voluntarily choose to be sessionals while men do not. Many women vigorously denied this. A group of eight academic women made a strong recommendation to the Task Force, in a written submission, that a comparative study be made of the proportion of men and women who voluntarily choose either part-time or sessional appointment in preference to full time.

Academic women have told us of a change in their status as sessionals with a change in the department head if he holds negative attitudes towards working with women or women working at all. Commenting on the autonomy of university departments in a "decentralized system" one woman with more than twelve years experience said it can lead to too much depending on the "whim" of department heads, with struggles between personalities as a result.

Under one department head this woman had enjoyed full privileges, including voting rights as a part-time sessional, funds for conferences, the supervision of graduate students both in collaboration with her department head and on her own. But when a new department head was appointed, her status suffered a marked decline. For the first time in nine years, aspersions were cast on her work, her function within the department and her general usefulness. Finally she was not reappointed. She felt it highly unlikely that a man would have found himself in her position.

Another experience brought to the attention of the Task Force was that of a woman holding a PhD degree who applied for a staff position every year for four years, finally being appointed at the end of the sixth year. Major grounds for denial were that she was a graduate from this University—a category which she said "does not appear to have prevented hiring in other cases"; that she was married; and that her areas of specialization were not "major recruiting needs." In regard to the latter argument, she stated that she had not been given

opportunity to teach in her special areas, in any case, because she had been "utilized" to fill the current needs in many different areas. During the interview she reported that doubts had been cast on her scholarship, her teaching ability, and her professional standing, although not to the point where she was threatened with dismissal. She pointed out that in the first year that she was hired as a sessional, several males were hired as tenurable Assistant Professors with the understanding that they would shortly complete their doctoral degrees. She finished hers the year after hiring; none of the male staff members had completed theirs at that point, and two of the men hired on this understanding had still to complete them at the time of the interview.

It must be acknowledged that there are both men and women who are at the lower levels because it is the appropriate level for their qualifications. In addition, there are some who choose to be and remain at the Instructor level. We would suggest, furthermore, that there are probably a number of men who would be content to remain at this level, although this is rarely an assumption that is made comfortably about males while too often being made without question about female academics. There is little doubt from the interviews and submissions we have had, however, that there are women who want to move ahead, who appear to be qualified to do so, and who are not given the opportunity.

In summary, it would appear that the two factors that discriminate against women sessionals over and above the disadvantages all sessionals share, are, first, the attitudes of those male administrators who have limited perceptions of female abilities or potential and, second, the lack of bargaining power that many women have because of factors that have little to do with professional qualifications.

The length of time during which several of the women interviewed had been held in the sessional position suggests to the Task Force that this subject might be investigated in view of the administration's description of this category as a "continually changing body of people" ("Temporary Academic Staff", a report prepared for the Board of Governors by the Vice-President, [Academic]).

Women within the Department

One of the major themes running through the material for this part of the study was that women are at a decided disadvantage in their dealings with departmental administrations.

Several women to whom we talked had been told quite bluntly that their husbands were the wage-earners and that, as a consequence, money should be no more than a secondary consideration to them.

One woman academic told the interview team that she felt it was quite feasible that her promotion was blocked because her husband was also on staff and double salaries in one family were resented by some administrators. She felt that the excuse that she had done little research was less than valid for her department because it is one that provides primarily a service function for other departments and has very few honors students. In fact, the ability to teach basic and standard courses is the department's mainstay.

Some women expressed the feeling that administrators felt they were "exploitable" because they had been hired not principally for themselves but so that the University could hire their husbands. They felt that their qualifications were ignored to some extent before they were hired and have been ignored since they were hired.

Married women, whether their husbands are university employees or not, are often tied to Edmonton. It is a social value which continues to place the emphasis upon the husband's career at the expense of the wife's but whatever the reason it was felt that particular departments can and do take advantage of the wife's lack of mobility in the level of

appointment made. Conversely, that the wife may leave if her husband leaves is another repeated excuse for failing to make permanent appointments. Men, too, may be tied to the city or may choose to leave for reasons which have nothing to do with their jobs but it seemed doubtful to these women that this is ever a serious consideration in hiring them.

If anti-female biases are held by males who also have the decision-making power on the campus—as in the larger society—women have to contend with this in their evaluation, appointment, and promotion. It is all the more difficult if such biases are unconscious. Women are likely to feel more insecure than men in negotiation for appointment or promotion for reasons other than academic qualifications, and it appears from this and other Canadian studies that departmental administrations are not above taking advantage of this vulnerability.

A number of interviewees made complaints about the flexibility of certain rules or policies which were spoken about but could rarely be found written anywhere, and rules which are applied in some cases, bent in others, and not followed at all in others.

It has been assumed by the central administration, for instance, that in maternity cases it is the responsibility of the department involved to work out a solution. In fact, there seems to be wide divergence in the acceptance by departments of this "responsibility." In some cases the department may have sufficient money to hire temporary staff or to pay other staff members for extra teaching loads; in others it seems to depend on the cooperation of the woman's colleagues and their willingness to take over classes.

One academic woman said, "My baby came in September instead of August. I was concerned about whether I would be well after having it. Having a baby is viewed in different ways on campus. Some think it's all right for working women to have babies—others don't. Those who don't, make it quite obvious. There should be something definite written down. My department had no money to pay someone to replace me. My co-workers took my classes. I was not off long. If I had been sick or had complications, they would have been in a real mess."

Another unwritten rule seems to be used rather loosely in dealing with women employees or potential employees. A number of them have been told that the University does not hire its own graduates. In fact, this is not a university-wide rule and even in those departments which have adopted it, it can be sidestepped for the right candidate.

One interviewee holding a PhD is employed at the lowest academic level in her department. She told us she is not paid at the same level as men of comparable age and qualifications, has all of the disadvantages of a sessional, and feels generally "second class." She has many publications to her credit and carries a heavy teaching load for which she feels is not adequately paid. She cited a male colleague with the same qualifications who had moved up to the Assistant Professor level. Originally she was denied a tenurable position because she was "too young" and had gone "too far too soon." When this excuse could no longer be validated, she was told her promotion was denied on the grounds that tenurable appointments were not given to graduates of The University of Alberta. The aforementioned male colleague was a graduate of this University as well.

Perhaps more than anything else, flexible rules encourage the recipient to believe that there are other less palatable reasons for the decisions which are made. Several of the women we talked to felt that the dishonesty involved simply concealed discrimination.

We noted earlier that women APOs or Librarians are apparently vulnerable to discriminatory treatment both in terms of the level of first appointment and subsequent promotions. We have had relatively few interviews or

submissions from either of these two categories, but our perception from the material we have is that with the more direct control exercised by strictly administrative departments over their employees comes much greater latitude for exercising discrimination. Appeal procedures for Librarians and APOs seem to be uncertain and committees to which appeal can be made are almost invariably all male.

Lack of Role Models

The Faculties of Engineering, Agriculture, Business Administration and Commerce, Law, Dentistry, and Science are described in another part of this report as "appearing to be male enclaves." Table 5 of Section IV shows four women in Agriculture, four in Business Administration, none in Engineering, two in Law, and fifteen in Science. Although our statistical data does not analyze individual departments, we are fully aware that even within faculties such as Arts and Education there are departments with one or two or no women staff.

It was made clear from some of our discussions that the dearth of women in certain faculties means there are few or no models or examples on this campus of women who have chosen these professional routes. Few women students therefore have roles to emulate. They would appear to have little encouragement to break through the traditional barriers no matter what their personal skills, intellectual capacities or desires may be. Also, we were told that when women faculty members in these areas are scarce, males are inclined to think of those who are there as "special" or "different," not representing the "norm" for women and really not belonging. Men are not therefore likely to give women students any encouragement to pursue studies in these disciplines. As one male professor put it, "Some of our better students are women and it is discouraging to hear our average or incompetent male students being encouraged to go on to doctoral levels and female students not. I think most of my colleagues simply don't understand why women are in the faculty or what desires they may have."

The experience of those women who are faculty members in these areas is often a lonely and negative one so that they too begin to feel alien despite what may be a very strong interest in and professional commitment to their field. They may be reluctant to encourage other women to enter. The problem is circular and it is pervasive in society at large. If the University is to do more than simply reinforce outmoded values, then the circle must be broken deliberately and new patterns formed.

Summation

It is the hope of the Task Force that this report will have a unifying rather than a divisive influence on the campus because we are convinced that the problems that need to be attended to require the combined skills, energies, and feelings of both men and women working as equals. We realize that the subject we have covered, perhaps more than any other that the Senate has set itself to study, invites emotional reactions and subjective evaluations. It cannot be contained within purely professional relationships.

We have reached the conclusion that as long as significant numbers of women are precluded, because they are women, from participating or contributing as they would like to and are capable of, or are not given recognition for their contribution, the morale of the whole University declines.

Members of the Task Force recognized that much of what they were considering reflected the depersonalizing effect of a large institution on all the people within it. One member of the Task Force has felt strongly enough about this wider issue to write a minority report which is appended. The Task Force as a whole feels that no effective or significant reform or improvement of this larger situation is really possible until

women are given the fullest opportunity to become involved as equals and until they are given the fullest encouragement to use that opportunity.

Many of the problems we have uncovered both through statistical study and personal encounter are also the problems of the larger society outside the University. But that society is in the process of questioning the status quo, conscious of the need for change in its attitudes towards women. In fact, this process in society at large is a perfectly respectable subject for scholarly study at the University; it is time, in our opinion, that the University displayed some leadership in renovating its own attitudes and practices.

Minority Report

Vernon R. Wishart.

Let it be stated from the beginning that the Minority Report does not oppose the adjustment of inequities that women employees are suffering at The University of Alberta and to which the recommendations of the Majority Report are addressed. What this report desires to bring to the Senate's attention is the concern expressed by many of the women who appeared before the Task Force and which, in the opinion of the Minority Report, is not adequately dealt with in the Majority Report. In these interviews seldom did the women express concern about being discriminated against as women. Their concerns were addressed to the more fundamental problem of their status as persons in the University, which they perceived as a depersonalizing power. In other words, the problem was seen not so much in terms of discrimination between male and female as in terms of being non-persons in a dehumanizing situation.

The Majority Task Force Report, in my opinion, does not adequately reflect this concern. This was a major and frequent emphasis made by the women in their discussions with the Task Force and, therefore, it is essential that the Senate be aware of this. The Senate would be remiss in its responsibility to these women if it did not look at the status of women within the context of the larger question of the status of persons at The University of Alberta.

The recommendations of the Majority Report will overcome obvious inequities, but they will do little to change a climate which is not primarily concerned about the status of persons, male or female. Merely to equalize vocational opportunity, salary scales, numbers on committees, etc., will do little to equalize the status of persons vis-a-vis the system which the University is perceived to have become.

A Conflict Ethos

The basis for the above observation arises not only from our interviews with women employees who came forward, but also with men and women on the faculty and administration whom we sought out in the course of our study. What seemed to sum up their perceptions of the University was captured in the phrase, "a conflict ethos." They spoke of such things as an undue emphasis upon individual career trajectories where faculty members are not averse to stepping upon others. They spoke of autonomous schools, departments, and faculties which add to this conflict ethos because, in the words of a not unfriendly critic, they "exist as small villages isolated by different languages and a lack of common perspective."

This environment takes its toll on both men and women. Those who have no power in the University (for example, sessionals) and those who, for one reason or another, do not seek power, are usually the recipients of the greatest injustice. From our interviews, it became clear that this wreaks havoc particularly upon women since a large number of women fall

into both categories. This is illustrated by the observation of those women who said that to find a place in the academic world, women are compelled to be aggressive. If they are not aggressive because of disposition, family commitments, or other reasons, they are judged as not having a strong career commitment despite their qualifications. Conversely, if they display aggressiveness, they tend not to be tolerated either by men or women. The university environment is perceived as finding ways of rationalizing injustices, which are felt by women, not so much because they are women but because they are often in the most vulnerable positions. As one person put it, "It is neither a gentleman's nor a gentlewoman's league." Some women and men are questioning whether the game is worth the high personal cost.

A Protected Environment

One way of rationalizing the injustices is to say, "The University is just like the rest of society!" Such an attitude, however, does not reflect the University's traditional justification of itself as a community of scholars and does not take seriously the privileged position the University enjoys. The University is a highly protected environment supported by the rest of the community. Like few other institutions, it has been given the opportunity to create a human community where persons are valued. Surely, then, the University has the responsibility to embody human dignity within its environment. If it cannot deal with what is happening to persons, then who can?

What the Senate chooses to do about the Report is the Senate's responsibility. In its decision it will exercise its responsibility to women by seeing that the University has a larger calling than piecemeal quantitative adjustments. We cannot reduce what is essentially a matter of the quality of life to a simple quantified solution. Greater enrollment of women in many faculties, equal representation on committees, and equitable salary scales do not finally deal with what causes persons to be dehumanized. Equality of pay, opportunity, etc. are important, but they are the lowest common denominator upon which to base the status of women and other persons. Serious attention needs to be paid to the larger question of the status of persons, or the stress and strains within the University may increase to the point of its disruption.

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(Continued from page four)

medical, and legal aspects of noise pollution as they apply to the City of Edmonton and other urban environments. Further information may be obtained from Charles Lockwood, Acting Director of Extension, 224 Corbett Hall, The University of Alberta; 432-3022.

The committee began discussions on aspects of staff exchanges between the University and the City and agreed that information and opportunities for such exchanges were lacking.

Members of the University community having suggestions for the University and City of Edmonton Research Committee agenda should contact Gordon Holmes, Research Grants and Contracts Officer, 432-5360.

ELECTION OF GENERAL FACULTIES COUNCIL MEMBER TO THE SENATE

The Nominating Committee of General Faculties Council is seeking nominations for a vacancy for one member of General Faculties Council, to be elected by General Faculties Council, to serve on the Senate of The University of Alberta effective July 1, 1975.

Those who have suggestions for nominations or who are interested in serving on the Senate are requested to contact the secretary of the Nominating Committee, Mrs. P. Campbell, 2-1 University Hall, 432-4965.

TOURING DIRECTORY OF THE PERFORMING ARTS PUBLISHED

The first edition of a new annual *Touring Directory of the Performing Arts in Canada, 1975*, has just been issued by the Touring Office of Canada Council. It is the first time in Canada that such a directory has been published to meet the need for complete and factual information on sponsors, facilities, and attractions involved in touring the performing arts.

The first issue contains over 300 pages on the availability of artists and companies, established and potential sponsors, and on touring services. The Touring Office plans to update and expand each issue of the directory which will be published annually.

Available in both English and French, copies are available at \$5 each from the Touring Office of the Canada Council, 151 Sparks Street, PO Box 1047, Ottawa, Ontario K1P 5V8.

POSTGRADUATE BUSINESS ADMINISTRATION PROGRAMS OFFERED IN FRANCE

The Institut Supérieur des Affaires (ISA) and the Ecole des Hautes Etudes Commerciales (HEC) are institutions offering courses of studies in Business Administration at post-graduate levels integrated with the extensive French management training complex, the

Centre d'Enseignement Supérieur des Affaires in Jouy-en-Josas, some 10 miles south of Paris, close to a number of research centres and institutions of higher learning.

The ISA offers an 18 month program and applicants would be admitted at first year level. HEC normally offers a three year program of studies and applicants successful completing the admissions procedures would be accepted directly at the second year level. Candidates for admission must hold a bachelor's degree from an accredited American or Canadian institution. An examination centre has been opened in Montreal for Canadian and American students seeking direct admission to the two French institutions.

Those interested in applying should write to Pierre Lilamand, Institut Supérieur des Affaires, 1 rue de la Liberation, 78350 Jouy-en-Josas, France.

EARLY CHILDHOOD EDUCATION SUMMER PROGRAM

The Early Childhood Division of the Department of Elementary Education will be arranging a summer program for children aged three to seven for the six-week period of Summer Session.

Morning sessions, 9 to 11 a.m., will be attended by three, four, and five year olds; afternoon sessions by five, six, and seven year olds. The fee is \$30 for the six weeks.

Further information and application forms may be obtained from the Department of Elementary Education's general office, 432-4273, or write to 539 Education Building South. The deadline for applications is April 30.

SYMPOSIUM ON TRANSPORTATION ECONOMICS

The Department of Extension is sponsoring a two-day symposium on Transportation Economics April 29 and 30. On each day various papers will be presented on the following topics: transportation and energy; urban transportation; pricing policies, freight rates and the west. A discussion period will follow each presentation.

Among the speakers will be D.N. Dewees, Associate Professor of Economics, University of Toronto; R.G. Rice, Lecturer in Civil Engineering, University of Toronto; S. Drugge, Associate Professor of Economics, The University of Alberta; D.W. Gillen, Assistant Professor of Economics, The University of Alberta; and John Beaton and M. Jones, graduate students in the Department of Economics, The University of Alberta.

Registrations are being accepted by the Department of Extension, Corbett Hall, 432-5066 or 432-5067. The fee is \$100 including luncheons and materials.

THIS WEEK AND NEXT

Listings must reach the Editor by 9 a.m. the Friday prior to publication. Written notification is preferred. Compiled by Norma Gutteridge, 432-4991.

27 MARCH, THURSDAY

Graduate Students of English Association

4 and 6:30 p.m. *Morocco* directed by Joseph von Sternberg, with Marlene Dietrich (1930). LT-1 Audiovisual Centre, Humanities Centre. Admission \$1.

French Film Series

7:30 p.m. *Le Blé en Herbe*, directed by Claude Autant-Lara (1954). 013 Collège Universitaire Saint-Jean, 8406 91 Street.

29 MARCH, SATURDAY

Faculty Club

Downstairs. Soup Tureen. Olla podrida, peanut butter soup. \$3.

Upstairs. Regular dinner menu. Reservations required. Entertainment by Cameron & Co.

Concert

3 p.m. Third in series of concerts sponsored by the Edmonton Art Gallery, this one presented by Rust, a group of five members of the Edmonton Symphony whose repertoire includes Bach and Bartok with an emphasis on modern experimental music. Edmonton Art Gallery, Sir Winston Churchill Square. Admission free.

30 MARCH, SUNDAY

Television Program

'In Touch with U'

And every Sunday. 5 p.m. A program to introduce the University to the community at large. CITV channel 13, cable 8.

31 MARCH, MONDAY

Lectures in Buddhism (8)

12 noon. The last of the series will consist of open discussion led by Geshey Ngawang Kaldan. 289 Central Academic Building.

1 APRIL, TUESDAY

Edmonton Women's Place

Library Workshops

8 p.m. "Women and the home." Films and discussion about women's relationship to the home and the alternatives to being "just a housewife." Music room, Edmonton Art Gallery.

2 APRIL, WEDNESDAY

Canadian Music Educators' Association

And 3 April, Thursday. 8 p.m. Canada Night concert on April 2, Alberta Night concert on April 3. Jubilee Auditorium. Tickets at the door.

3 APRIL, THURSDAY

Graduate Students of English Association

4 and 6:30 p.m. *Sawdust and Tinsel* directed by Ingmar Bergman with Harriet Anderson (1953). LT-1 Audiovisual Centre, Humanities Centre, Admission \$1.

French Film Series

7:30 p.m. *La Cousine Bette*, directed by Yves-Andres Hubert. 013 Collège Universitaire Saint-Jean, 8406 91 Street. Admission free.

Concert

8 p.m. Fourth in series of concerts sponsored by the Edmonton Art Gallery, this one presented by a trio of oboe, recorder, and harpischord in a concert of baroque music including pieces by Telemann and Vivaldi. Edmonton Art Gallery, Sir Winston Churchill Square. Admission free.

4 APRIL, FRIDAY

Seminar Series

'Our Changing Climate'

8 p.m. "The lessons of climatic history" by Reid A. Bryson, Professor of Meteorology and

Geography and Director of the Institute for Environmental Studies, University of Wisconsin at Madison. Sponsored by the Institute of Earth and Planetary Physics. TLB-2, Henry Marshall Tory Building.

Edmonton Symphony Society

And 5 April, Saturday. 8:30 p.m. Promenade Concert of Viennese music with Mary Costa. Sponsored by Du Maurier. Jubilee Auditorium. Tickets from the Symphony Box Office, 433-2020.

The Alberta Contemporary Dance Theatre

And 5 and 6 April. 8:30 p.m. Annual spring concert. The draw for an Air Canada Trip for two—"Ticket to anywhere in Air Canada's world"—will be made after the second intermission on Friday, April 4. Students' Union Theatre. Admission \$3.

EXHIBITIONS AND PLAYS

University Art Gallery and Museum

Until 2 April. Exhibition by students of print-making and sculpture. Hours: 11 a.m. to 4 p.m. weekdays.

Edmonton Art Gallery

Until 6 April. Annual exhibition by the Edmonton Art Club.

Until 18 April. Paintings by Calgary artist Bruce O'Neil.

Until 21 April. "Recent accessions: paintings and sculpture," and "Kenneth Noland: paintings."

4 April to 4 May. "Tilt: pinball machines 1931-1958." Learn the finer points of flipper control and gunging; see the difference between mushroom bumpers and thumper bumpers; watch out for that ominous "tilt," when the Dunlop Gallery's exhibition comes to Edmonton.

Latitude 53 Gallery

Until 3 April. Works on paper and sculpture by Hendrick Bres and Tommie Gallie. 10048 101A Avenue. Hours: 12 to 5 p.m. Tuesday to Saturday; 7 to 9 p.m. Thursday evening.

Provincial Museum

Until 30 April. "The legacy: contemporary British Columbia Indian art," featuring works by native artists in the traditions of the Kwakiutl, Haida, Tsimshian, Nootka, and Salish peoples. This is the first stop on a national tour. 12845 102 Avenue, feature gallery number 3.

Studio Theatre

Until 5 April. Curtain times: 8:30 and Saturday matinee at 2:30 p.m. *Hotel Paradiso* by Georges Feydeau and Maurice Desvallieres. Studio Theatre, Corbett Hall. Tickets from the Department of Drama, 3-146 Fine Arts Centre, or at the door.

Citadel Theatre

Until 19 April. Curtain times: 8:30 p.m. and Saturday matinee at 2:30 p.m. *Forever Yours, Marie Lou* by Michel Tremblay, starring Frances Hyland. 10026 102 Street. For tickets call the Box Office, 424-2828.

Citadel Lunchtime Theatre

2 April, 12:10 p.m. Program to be announced. Bring your own lunch. 10026 102 Street. Admission \$1.

Advisory Committee for the Selection of a Vice-President (Planning and Development) The University of Alberta

The Advisory Committee to the Board of Governors for the Selection of a Vice-President (Planning and Development) invites applications or nominations for this position. The successful applicant will assume the position January 1, 1976, or as soon as possible thereafter, by arrangement.

The Vice-President's major responsibilities include the planning and development of physical aspects of campus, both annually and in the long term; preparations of programs for renovations and alterations, land purchase and utilities; preparation and administration of the capital budget; and supervision of related projects. He serves as Chairman of the Campus Development Committee and as the University representative to the Board Building Committee. He provides liaison between Planning and Development and other bodies within the University.

Applicants should have knowledge of the university environment, ability to negotiate with provincial and municipal authorities, and suitable experience in administration within a larger organization.

The salary is negotiable.

Applications or nominations including a résumé, or further enquiries, should be sent to Mr. John Nicol, Secretary to the Board of Governors, Room 3-3, University Hall, The University of Alberta, Edmonton, Alberta.

The competition will remain open until a selection is made.

POSITIONS VACANT

ACADEMIC POSITIONS

Director

Department of Extension

Duties: the director must work effectively in the University and the community in promoting new and conventional non-credit programs; give leadership to a permanent staff of 15 to 20; and co-ordinate university extension programs with those of other institutions and agencies. Subject to provincial approval the department will soon assume the status of a faculty and the director will become a dean.

Qualifications: candidates should have a strong background in continuing education, demonstrated

administrative competence, and university experience. *Salary:* the range is from \$25,000 and up, according to qualifications. The date of the appointment will be July 1, 1975 or later. *Write to:* Dr. Willard Allen, 3-12 University Hall, The University of Alberta, Edmonton, Alberta T6G 2J9. *Closing date:* May 1, 1975.

Administrative Officer Office of the Registrar

Duties: will include responsibility for the co-ordination of liaison programs with high schools, other post-secondary institutions, and the public; information dissemination to prospective students via publications, audiovisual materials, and in-person contacts; preparation of statistical reports and assistance to the Assistant Registrar and Admissions Officer, including participation in visitations concentrated mainly in February, March, and April; in due course to assume general supervision of proposed student access centre. *Qualifications:* recent university graduation with public speaking ability; previous experience in university admissions and familiarity with the Alberta educational system would be useful. Knowledge of the preparation and production of printed information and audiovisual materials desirable. *Salary:* commensurate with experience and qualifications but not less than \$11,000 per annum. Apply in detailed résumé to: W.A.D. Burns, Assistant Registrar and Admissions Officer, Admissions Policy, Evaluation, and Liaison Division, Office of the Registrar, The University of Alberta, Edmonton, Alberta T6G 2E1.

NON-ACADEMIC STAFF

Faculty of Physical Education— Part-time Guards and Instructors for Pools

These are part-time positions paying \$3.25 per hour. Qualifications needed are National Lifeguard Award; Red Cross/Royal Life Saving Society Instructor Award; Bronze Medallion and Senior Resuscitation Awards. *Apply to:* R. Kirstein, Faculty of Physical Education, 432-3570.

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 121 Administration Building, telephone 432-5201. Please do not contact the department directly.

Clerk Typist II (part-time) (\$219-\$272)—Office of Administrative Systems
Clerk Typist II (\$439-\$545)—Office of the Registrar; Household Economics; Computing Services; Computing Science
Clerk Typist II (term) (\$439-\$545)—Personnel Services and Staff Relations
Clerk Typist III (\$501-\$620)—Pharmacy; Graduate Studies and Research
Clerk Steno II (half-time) (\$229-\$284)—Cancer Research Unit
Clerk Steno II (\$458-\$568)—Extension; Psychology; Institutional Research and Planning
Clerk Steno III (\$521-\$647)—Medicine; Chemistry
Medical Steno (\$568-\$708)—Paediatrics
Accounts Clerk II (\$568-\$708)—Office of the Comptroller
Secretary (\$594-\$742)—Botany; Office of the Registrar
Student Records Processing Clerk (\$545-\$677)—Office of the Registrar
Dental Assistant (trust) (\$479-\$594)—Dentistry
Accounts Clerk III (\$708-\$887)—Office of the Comptroller
Biochemistry Technician I - II (trust) (open)—Pathology
Assistant Control Clerk (\$406-\$501)—Computing Services
Biochemistry Technician (half-time) (\$300-\$400)—Surgery
Chemical Technician I (\$620-\$775)—Chemical Engineering

Microbiology Technologist (trust) (open)—Microbiology
Biochemistry Technician I (trust) (\$700)—Biochemistry
Assistant Analyst (\$887-\$1,116)—Computing Services
Biological Modelling Analyst (\$850-\$1,000)—Botany
Biochemistry Technologist I (trust) (\$750)—Paediatrics
Histology Technician I (\$647-\$810)—Pharmacology
Applications Analyst (\$810-\$1,018)—Chemistry
Computer Operator I (\$647-\$810)—Educational Research Services
Technical Assistant (\$545-\$677)—Technical Services
Laboratory Assistant (\$406-\$501)—Provincial Laboratory
Electronics Technician IV (Assistant Supervisor) (\$972-\$1,223)—Technical Services
Laboratory Assistant III (\$545-\$677)—Medical Laboratory Science
Accounting Supervisor (\$887-\$1,116)—Office of the Comptroller
Biochemistry Technician II (\$708-\$887)—Physiology

The following is a list of currently available positions in the University Libraries. The bulletin board postings in the Library Personnel Office, 516 Cameron Library should be consulted for further information as to position requirements and availability.

Library Clerk I (\$422-\$521)—Circulation (2 positions)
Library Clerk III (\$501-\$620)—Cataloguing
Senior Key punch Operator (\$568-\$708)—Systems

OFF-CAMPUS POSITIONS

The Ontario Institute for Studies in Education—Co-ordinator of Graduate Studies

Senior academic administrative position under supervision of the Director of the Institute. The Co-ordinator is responsible for the continuing development and operation of the MEd, MA, EdD, PhD, and certificate programs in 11 areas of specialization within the field of Education; co-ordination of admissions; students' programs and progress; and student financial assistance, records, and accounting. Qualifications include demonstrated scholarship within the field of Education, significant

administrative experience in universities, and familiarity with Canadian Education and policies affecting graduate level study. Rank and salary depend on qualifications. *Write to:* Dr. Robin H. Farquhar, Chairman, Search Committee for Co-ordinator of Graduate Studies, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6. *Closing date:* April 11, 1975.

PERSONAL NOTICES


All advertisements must be received by 9 a.m. the Friday prior to publication. Rate is 10 cents per word for the first week, and 5 cents per word for subsequent weeks ordered before the next deadline. Minimum charge is \$1. Ads must be paid in advance. We regret that no ads can be taken over the telephone. For order forms or further information, telephone 432-4991.

Accommodation available

For rent—July 75/76, 2-bedroom house in Glenora district. Ideal for couple. Furnished or unfurnished. Terms negotiable. No pets. Telephone 452-2147 evenings.

Room to rent—to quiet non-smoking male. Graduate student or staff. Very close to campus. 433-0639.

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For sale—11623 Saskatchewan Drive. This gracious older home listed exclusively with our firm for \$93,500. For appointment to view at any time, call Maxine Tipper 436-2310 residence, 435-7103 Weber Bros. Realty Ltd.

For sale—Immaculate cute bungalow near University. Double garage. \$56,900. Royal Trust, Pat Anderson, 435-4869, 434-4460.

For sale—West end. Newer 1,162 sq. ft. two-bedroom condominium. Private balcony, feature walls, upgraded broadloom throughout, four appliances, walk-in closets. Large 8¾% mortgage. Call Dale 475-9806. Country and Western Realty Ltd. 425-9915.

For sale—New ½ bi-level duplex, 1,480 sq. ft. completed. Four bedrooms, two full bathrooms, upgraded broadloom. Ideally located. Large 10½% mortgage. Call Dale 475-9806. Country and Western Realty Ltd. 425-9915.

For rent—from July 1, 1975 to June 30, 1976, furnished 3-bedroom house, double garage, near Bonnie Doon-Collège St. Jean. Telephone 469-8150.

For rent—Apartment. Rather scarcely furnished; available May 1 to September 1; very close to the University. Total rent for 4 months is \$900. 432-7158 evenings.

For sale by owner—Solidly-built and refinished older home, cedar ceilings, oak floors. \$40,000. Open house Saturday and Sunday afternoons. 10808 79 Avenue. 433-3550.

For rent—July 1, 1975-July/August 1976. Pleasant family home in Windsor Park, one block from campus. Completely furnished including appliances, four bedrooms, two bathrooms, large kitchen with dishwasher, new recreation-family room with brick fireplace, hobby area and photographic darkroom. Nice garden with trees. Garage. \$375/month. 433-1859.

For sale by owner—3-bedroom bungalow. Cedar ceiling, fireplace, double garage. Telephone 435-8872 after 6 p.m.

To sublet—Nice one-bedroom apartment, furnished, edge campus. \$80/month. Mid-April/end August. 433-3485 evenings after March 30.

For rent—Belgravia house; furnished, 3 bedrooms. June through August 1975. \$230/month. Basement occupied. Telephone 434-1687 after 6 p.m.

Wanted—Couple to live with owner on farm, modern cedar house, 30 miles west, commuting distance, at least August-December 1975. Minor chores. 432-3414, 1-963-3238.

For rent—July 1, 1975 to August 1976 in Valleyview. Furnished four-bedroom house. Telephone 488-1408.

For rent—Belgravia 4-bedroom house, furnished, fireplace, garage, 436-0149.

Accommodation wanted

Wanted—by summer, retirement-type home, large living room. University area. Pat Anderson, Royal Trust, 435-4869, 434-4460.

Wanted—Family homes in Aspen Gardens for two professional clients. Please contact Pat Anderson, Royal Trust, for confidential evaluation. 435-4869, 434-4460.

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Wanted—Post-doctoral Dental student and family desire furnished three-bedroom house, July 30 to June 30, 1976. Telephone 488-4629 after 6 p.m.

Wanted for August 1975—Unfurnished house to rent, University area, for university professor and family with two children, returning from sabbatical leave. J.E. Bennetts, 67 Ashby Road, Kegworth, Derby, England DE7 2DJ.

Wanted—Responsible graduate students seeking furnished or unfurnished accommodation summer 1975 through summer 1976. Please telephone Bill, 432-4508.

Wanted—I have buyers for the following homes on the south side: 2-bedroom with basement suite, 3-bedroom bungalow or semi with or without suite. If you would like to know what yours will bring on today's market call Mrs. Ruth Low, 436-4240 or 439-0830.

Wanted—Reliable retired couple will care for your home from May 1 to September 31. Reasonable rent. Excellent references. 452-1621.

Wanted—Student requires accommodation close to university for 1975-76 term. Must be able to study. Please telephone David 466-5485 weekends.

Wanted—Spring Session instructor wishes to sublet furnished apartment near campus for May and June. Will also consider looking after house if price is reasonable. Contact: Ken Luckhardt, 897 Summit Avenue, Prince Rupert, B.C.

Wanted—Two medical students seeking accommodation for 1975-76 school year. For staff going on sabbatical will take care of residence or apartment. Close to University. Telephone David 432-2222 after 5 p.m.

Wanted—Imperial Oil employee currently renting house from University professor on sabbatical till July 31 desires 3 or 4 bedroom house in Brander Gardens area from about August 1 to December 31. Please contact Dr. L. Barnstone, 436-5485.

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Repair of stoves, washers and dryers, electric or gas. Plus hookups. Telephone Bill at 455-3746.

Must sell—double bed, chesterfield, chair, oak desk, fridge, electric stove, dresser, lawn chairs, coffee table, garden hoses, sewing machine, guitar, ironing board, 20" colour TV, 16' canoe, TV tables, hair dryer, miscellaneous household items. 462-0639, 432-1125.

For sale—Vilas upholstered sofa. Two months old. \$350. 436-1370.

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